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THE EDUCATION QUARTERLY

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Introducing This Issue

The most live educational topic that is currently exercising the minds of our educationists is the provision of free compulsory Primary education for all children of the age-group 6-14. This, as we all know, is a constitutional directive whose implementation has had to be staggered in the light of economic realities. The drive, however, has gathered a fresh momentum and educationists in the country are now anxious to forge ahead and effect the introduction of free compulsory Primary education for children of the age-group 6-11 within the end of the third Plan period. In whatever way one may look at it, one is impressed by the colossal nature of the task. In terms of money alone, the total amount of estimated expenditure, during the third Plan is Rs. 300 crores. Then, there are problems of administration; the provision of the required number of schools and of trained teaching staff; the mode of compulsion, whether it has to be by legislation alone or by judicious persuasion also. These and many others call for some thinking. To these questions we have in this issue largely devoted our attention.

A factual analysis, based on a close and reasoned study of the problem and realistic calculations, is given by J.P. Naik in "Provision of School Places in Classes I to V". The requirement of the third Plan, according to him, may be taken to be about three times that of the first Plan and twice that of the second Plan. It is more than possible that we may just have to go without the actual number of schools and trained staff that will be required. In which case, clearly, some practical alternatives may have to be found. Samuel Mathai discusses the use of the shift system. He points out that driven by necessity we shall have to make use of it, but emphasises the imperative need to jettison it the moment the need for such improvisation ceases to exist. Zahiruddin Malik, while explaining the constitutional obligations in education sounds a note of warning that in our proposed drive to spread literacy among the millions, we should not lose sight of quality.

With his rich and practical experience of the educational survey of India, B.B. Samant shares with us a few interesting thoughts on the entire question of introducing compulsory Primary education. He calls attention to the helpful hints that one could take from the Educational Survey of India in the economic planning of the schools that will be required in this national drive. Which enforces the need to revise our educational survey at appropriate intervals. Then we have a contribution on the "Role of Attendance Officers in Complusory Education" by J.N. Mathur, which is of close relevance to the main theme.

There are two items of special interest in this issue. One is on "What is International Terminology?" by Yadu Vanshi, in which the writer advocates the adoption of international scientific and technical terminology into Indian languages while utilising the resources of our own languages and preserving their essential structure and genius. The other is a forceful statement by Raghu Vira in which he makes, with the ease of a scholar in his line, a plea for the adoption of Hindi as the official language of India by 1965 and suggests methods by which this can be achieved.

The Use of a

Shift System in Schools

THE TERM "SHIFT SYSTEM" is used in factories in which, in order to achieve the maximum production, workers are employed in separate shifts of six or eight hours a day, beginning in the morning and going on till night or sometimes even all night. The use of the shift system enables maximum utilisation of the equipment and facilities of a factory for the production of whatever it is that the factory is established to produce. In a factory such a system is feasible because all that is needed there is a sufficient number of workers to form a complete shift of six to eight hours. It is, of course, understood that the equipment of the factory will be in continuous use throughout the various shifts employed in the course of a working day. Each shift of workers is completely free after it has done its work. The manner in which they may utilise the remaining hours of the day is entirely their own affair. In a shift system in a factory the concern of the proprietor of the factory is, of course, mainly the things produced. The workers are only means to a production.

In recent times the phrase "shift system" has been used in connection with educational institutions also. The idea in such cases is to utilise the available school facilities to the maximum so that they serve in the education of a maximum number of children. The problem of applying a shift system in schools arises in a situation in which a community or a nation has to make a somewhat sudden spurt forward in increasing educational opportunity. In a country like India where at the moment less than 50 per cent of the children between the ages of six and eleven go to school, it is easy to see that if we were to introduce universal compulsory education there would be need for a tremendous increase in the number of school buildings. Such an increase must eventually come. But if it was decided to wait till buildings were constructed before attempting to put all children to school, the process of universal education would be greatly delayed. Therefore, the suggestion has naturally been made that a shift system could be used in the existing school buildings so that one batch of pupils might go to school in the early hours of the morning and another batch perhaps in the afternoon.

Prima facie there is something to be said for using a shift system in schools in the special situation in which India or indeed any country like India finds itself today. There is a tremendous shortage of school buildings in India and whatever steps we may take to increase the number of suitable school buildings it will take a considerable number of years before we could reach anything like a saturation point. Instead of waiting for that time and relating the spread of education to the building activity, there is a good case for increasing the intake of pupils in our schools by adopting a shift system. It must, of course, be borne in mind that a building alone is not sufficient for organising a school. Teachers are needed, books are needed and perhaps a certain amount of equipment is needed even in the simplest of schools. But confining ourselves at the moment mainly to the problem of space and assuming that if a place can be found in which children can gather and be seated and where classes can be held, teachers will be found, the case for a shift system seems fairly strong.

Attendant Problems

But in thinking of a shift system, there are many other aspects of the problem to which some attention must be given. Ideally a school is a place where not only classes are held but a great many other activities, curricular and extra-curricular, are carried on. Indeed in a good school the buildings and premises should be in use for the larger part of the day with classes, games, discussions, hobbies and things of that

SAMUEL MATHAI, *M.A.* (*Bombay and Oxford*), Secretary, University Grants Commission, New Delhi

kind. The danger in using a shift system is that the managers of the school become so anxious to get rid of one shift of pupils so that the next shift can come in that the educational activity might become a rather hurried and cramped process. This is something that must be always borne in mind.

When a shift system is advocated, we think of the same management taking care of different batches of students. When that is the situation there is always a temptation on the part of the management to over-work at least some of the teachers, and perhaps to over-use the resources and facilities of the school. Even such matters as keeping the building and premises in a neat and clean condition may be overlooked. A shift system may work with reasonable satisfaction if the separate shifts are treated as wholly independent schools with completely different teachers and different principals and with sufficient space of time between the two or more shifts so that there is a feeling of elbow-room for each of the shifts.

A particular aspect of the facilities of a school being overstrained is the use of the library. In a normal school with a manageable number of students there would be a library of a certain size which could be used by the teachers and pupils in the usual way. Now when there is a shift system in a school the same library, meant perhaps for one normal batch of students, will have to do duty for another batch or more than one batch. In such a situation the library facilities are likely to prove inadequate. Of course in the lower stages of a school the library does not perhaps play a very important part but certainly in the higher classes of a school the library ought to be important and reading habits should be developed by a school; and this can hardly be well done when the school has to be hurriedly cleared of one shift of students to make room for another.

Problems also arise with regard to use of the playing fields and games facilities of a school. All times of the day are not equally suited for playing some kinds of games. It is, of course, conceivable that one batch of students can be made to play certain games in the early hours of the morning and another batch can play games in the evening. But this is not altogether satisfactory; and if the evening is the best time to play games, then quite obviously, if there are two or more shifts in a school, the games facilities are likely to be over-worked.

One could think of the *pros* and *cons* of the shift system in great detail and it would be difficult to make a balance-sheet, as it were, either in favour of the shift system or against the shift system merely by enumerating the arguments for and against it. I think it is a reasonable position to take that a shift system should be resorted to only in periods of acute shortage of space and that ideally a school should be a self-contained community of students and teachers who know one another and care for one another and who love their school and like to spend the best part of the day in and around it. The atmosphere of a factory is never a desirable one in a school. So a shift system should not be discussed in abstract terms. Whether or not, a shift system should be introduced in a school should always be a question of practical politics in a concrete situation. When the need of the day is to find places for a rapidly growing number of pupils a shift system may temporarily be resorted to. But the solution of the problem of education of a country is not to be sought through this method but always by building more schools or increasing the accommodation in some at least of the existing schools so that children can be taught in an atmosphere of leisure in conditions of reasonable comfort.

A Passing Measure

In the particular situation in our country when we have proposed to introduce free and compulsory education for at least the younger of our children, the question of a shift system becomes one of practical urgency. In many of the States in India, the number of children between the ages of six and eleven who go to school is considerably less than 50 per cent. There are

many factors that lead to this low school attendance. One of these factors is undoubtedly the absence of an adequate number of schools. Many of the schools in the more rural areas of our country are even now held in what are no more than mere sheds. If, therefore, we take immediate steps to introduce compulsory education, there will be need for a spate of buildings. But it will be some time before we can put up even ramshackle buildings in sufficient numbers to accommodate all children who will be compelled to go to school. It seems, therefore, an unavoidable conclusion that wherever there are buildings of any sort, as far as possible the shift system will have to be introduced at least as a temporary measure to enable us to put all our children to school. But it must be hoped that the construction of more buildings will be simultaneously taken in hand so that the shift system can be given up as early as possible.

In many of our villages and small towns there will be no need for a shift system as the number of pupils will not be very large. In the big cities and larger towns the shift system may have to be resorted to to enable more children to be educated, and as there may be difficulty in obtaining suitable sites for new buildings, the shift system may have to be retained for some length of time. But a few schools cannot serve large numbers of children even through a shift system, as many children will have to make long journeys to travel between home and school. So even in the cities the need for more school buildings cannot long be put off. "One school and one body of school students" is the desirable arrangement always to be arrived at.

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What is International Terminology ?

IN THE CONTEXT OF DEVELOPING an adequate vocabulary of Science and Technology for modern Indian languages, the phrase 'International Terminology' has been used again and again for the last 20 years or so. As far back as 1940, the Central Advisory Board of Education at its fifth meeting considered the question of adopting a uniform scientific terminology for all the languages of India and appointed a Scientific Terminology Committee to consider the question in greater detail.[2] This Committee recommended that "the scientific terminology adopted for India should assimilate wherever possible those terms which have already secured general international acceptance".[1]

Subsequently, the matter was considered again by a Reference Board set up by the Central Advisory Board of Education. This Reference Board met in 1947 and reiterated the stand taken by the Central Advisory Board of Education regarding the adoption of international terms into Indian languages. The opinion of the various provincial Governments was elicited on this problem and they generally agreed with the recommendations of the Reference Board.[3] The report of this Reference Board was also considered in 1948 by a Special Committee of Vice-Chancellors of the Indian Universities which had been set up by the Central Education Minister to consider the question of the medium of instruction for higher education. This Committee also confirmed the previous recommendations of the Central Advisory Board of Education that as far as possible the scientific terminology used in the international world should be employed.[4] In 1948-49, the University Education Commission went thoroughly into the question of a standard scientific vocabulary for Indian languages which are ultimately to become the media of instruction for all higher education in the country. After a full and very detailed consideration of all aspects of the problem, the Commission strongly advocated the adoption of international scientific and technical terms with the proviso that the terms so adopted "should be properly assimilated, their pronunciation should be adapted to the phonetic system of the Indian languages and their spellings fixed in accordance with the sound symbols of Indian scripts."[5] Similar views regarding the adoption of the international terminology for Indian languages have also been expressed from time to time by many eminent individual scientists and scholars of the country. Notable among these were Dr. S. S. Bhatnagar, Dr. J. C. Ghosh and Dr. Birbal Sahni. Dr. J. C. Luthra, Principal of the College of Agriculture, Banaras Hindu University, in an article published in 1950 asserted that "taking a broad view of the international background of academic relationship with other countries the terminology of technical subjects such as Biological and Physical Sciences, Medicine, Engineering, etc., must not be disturbed."[6] Dr. Ishwar Topa, Director of the Department of Translation and Publication, Osmania University, in a published note submitted to the Conference of Vice-Chancellors in 1950 said that "in order to standardise Hindi as the medium of University instruction and of examination, it is in the fitness of things primarily to determine terminology and nomenclature of

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(1) Proceedings of the Sixth meeting of the C.A.B.E. 1941, Appendix, II, pp. 71, para 12 (II).

(2) Proceedings of the Fifth meeting of the C.A.B.E. 1949, Appendix B(b), pp. 39, para 4.

(3) *Ibid* pp. 41-42.

(4) Report of the University Education Commission, Vol. I, p. 312.

(5) *Ibid* p. 315.

(6) *Amrita Bazar Patrika* dated 9th August, 1950.

international usage . . . . . The retention of international scientific terminology in its original or basic form modified according to the philological laws governing the Hindi language is a desideratum and it will help by enriching Hindi as a national language."[7] Shri S. G. M. Ramanujam, Vice-Chancellor, Annamalai University, was similarly in favour of the adoption of international nomenclature for scientific terms.[8]

The basic idea behind this recommendation for the adoption of international terminology into Indian languages is that since practically all scientific and technical advance in modern times has taken place in the West and the bulk of scientific and technical literature today exists in European languages, and since among these languages themselves there is a strong movement for the adoption of a uniform scientific and technical vocabulary, the Indian languages should also fall in line with the European languages so far as scientific and technical vocabulary is concerned so that they can keep abreast of the times and establish close touch with the modern world, failing which the level of their intelligentsia is bound to remain backward. The University Education Commission was very emphatic on this point. India's position, it pointed out, was not high among the nations of the world in the field of scientific education and research. We cannot shut our eyes to this backwardness of ours and there is very urgent need for speeding up the process by which the Indian languages can be made an adequate and effective media for higher education. But the process cannot be speeded up if we set about translating millions of scientific and technical terms which exist today and to which thousands of new terms are being added each year. The adoption of these terms is the only practical way whereby the Indian languages can equip themselves within a reasonably short time for the new responsibilities which they are being called upon to shoulder. Moreover, science has always been universal and is increasingly becoming so. Already, a very large amount of scientific vocabulary is shared in common by all advanced languages of the world. Science is not parochial or national. It is universal. Its advance depends upon the conclusions of scientific workers the world over. Scientific information must be easily available to all and must spread rapidly if human progress is not to be retarded. Under the urge of this universalism, scientific vocabulary is fast becoming international. The Indian languages, therefore, could ill-afford to cut themselves away from this world trend and their own self-interest demands that they should adopt and assimilate all terms of international usage.[9]

This view of the University Education Commission found support among practically all scientists in the country and also among a large number of linguists and scholars. The consensus of their opinion was that it would not be desirable to set aside entirely international terms of long usage and create a new glossary which besides being quite unintelligible even to our own students would have no international contexts and no associational bearings. International scientific terminology by virtue of its highly technical contexts conveys specifically an untranslatable connotation and a highly specialised sense. All modern sciences are a unified co-ordinated activity in the domain of the human investigation in which the scientists of all countries are engaged in solving problems with uniform patterns of terminological data and equipment.

India, though independent, has therefore to get the benefit of their scientific advance. From the linguistic point of view also, the retention of international scientific terminology will help the Indian languages to develop and enrich their vocabulary and will also enable them, as languages of scientific thought and expression, to establish a living contact with modern progressive knowledge. Then again, from a strictly utilitarian and practical point of

(7) Published note submitted to the Vice-Chancellors of Hindi speaking areas.
(8) Report of the U.E.C. Vol. I, p. 312.
(9) *Ibid* Vol. I, p. 313.

view, the adoption of international terminology is highly desirable because all students of science in this country would in any case have to learn this terminology in order to keep in touch with world developments in the field of science. Why then burden them with a double set of terms which, apart from sentimental reasons, would serve no useful purpose whatever?

It is, therefore, not surprising that when in 1950, in pursuance of the recommendations of the Committee of Vice-Chancellors, the Central Ministry of Education set up a high power Board of Scientific Terminology to co-ordinate and supervise the work of the evolution of a standard scientific vocabulary for Indian languages, it accepted the view, so consistently expressed by all competent bodies and individuals that international terms should be adopted in the Indian languages and should be assimilated to be the phonetic genius of the latter.[10] The same view was also accepted and advocated by the Official Language Commission set up in 1955[11] and by the Parliamentary Committee which examined the Commission's recommendations and which has very recently submitted its own report to Parliament.

This policy of accepting terms of international usage has been followed by a number of other languages also which have had to meet, like our own languages, the challenge of modern scientific advance. Notable among these languages are—Arabic, Persian, Japanese and Indonesian, all of which have adopted international terminology on a large scale. The example of Arabic is very significant because, like Sanskrit, it has an infinite capacity for making new terms out of basic roots which can express almost any concept or object. Yet the progressive Arabic nations have not gone about coining new terms, but have preferred to adopt the vocabulary in common usage in the world of science. The example of Japanese, on the other hand, is very interesting for its remarkable power of assimilation of loan words. Apart from international scientific terms, it has extensively borrowed English terms of American origin and has so thoroughly assimilated them that they are hardly recognisable as loan words. A few interesting examples are: 'burousu' (blouse), burashi (brush), Burokku (block); Bakureito (bakelite), chokoretio (chocolate), Kabela (cable); Korera (cholera).[13]

What exactly then is this 'International Terminology' the adoption of which has been so consistently advocated by every one? The Central Ministry of Education to whom the work of actual evolution of a standard scientific vocabulary for Indian languages was entrusted had to find an answer to this question in the very beginning of this work since the adoption of international terminology was one of its basic terms of reference. But the Ministry soon found that on this question there was a wide divergence of views. There were those who regarded every English scientific technical or semi-technical term as international and declared that any attempt to translate these terms was foredoomed to failure and would very seriously affect standards of scientific and technical learning in the country. The University Education Commission itself has lent support to this view when it has said in its report that the "terms used in English, because of the international position of English, may for all practical purposes be regarded as international."[14] Even the late Dr. Amar Nath Jha, a strong protagonist of Hindi, in his note submitted to the Scientific Terminology Committee in 1940 had said that "English terms are practically the same in every European language and a knowledge of these enables one to follow the scientific books and journals published abroad".[15] Dr. Mahajani drew attention to the distinction between science and literature, and expressed the view that for higher education in science subjects the language to be used should be one of the international

(10) Minutes of the first meeting of the Board of Scientific Terminology, 11th December 1950.
(11) Report of the Official language Commission pp. 62-63.
(12) Report of the Committee of Parliament on official language p. 31.
(13) See Kenkyusha's New Japanese-English Dictionary, Tokyo. 1954.
(14) Report of the U.E.C., Vol. I, p. 313. Para 32.
(15) Report of the Sixth meeting of the C.A.B.E. p. 97.

languages—say English.[16] At the other extreme were those who proclaimed that there was no such thing as international terminology and anybody who advocated its use was merely a propagandist for English. They also expressed their fears that any wholesale importation of English terms into Indian languages would spell complete ruin for the latter. Actual investigations have, however, revealed that the truth, as usual in such cases, lies somewhere between these two extremes. There is no doubt that English has come to occupy a predominent position among what may be called international languages. This is chiefly because of the new status which the United States of America has acquired in the world of science no less than in the world of Politics. Nearly 50 per cent of the literature of science is today published in English. For any student of science, therefore, a knowledge of English is of great importance and it is interesting to note that even in the U.S.S.R., the study of English is given very high importance particularly for science students. Yet, the total number of English speaking persons in the world is not substantially larger than the number of people speaking say Hindi in India, and the number of people who speak, say, Chinese is much greater than both. This fact has to be given due regard when we assess the real position of English among the languages of the world. Then again, a fairly large number of English scientific and technical terms are confined only to English, and even such languages as French and German to which English is most closely allied have their own different equivalents for these terms. The terminology of Shipping is a case in point. All these three languages have a very rich and highly developed technical vocabulary in shipping which, however, has developed to a large extent quite independently in each language. A few examples will prove this point :—

English	*French*	*German*
Hull	Coque	Rumpf
Hatch	Parman	Luke
Gunwale	Plat-bord	Dollbaum
How	Avant	Bug
Stern	Arriere	Gatt
Porthole	Hublot	Scheitenfenster
Yard	Vergue	Rahe
Strake	Virure	Gang
Frame	Couple	Spant

It follows, therefore, that all English scientific and technical terminology cannot *ipso facto* be regarded as international.

Nevertheless, it is also an undeniable fact that there does exist a huge vocabulary of science which is used in common by the major languages of the world and this vocabulary is being continuously and rapidly added to both in the normal course of scientific development and by the deliberate efforts of a large number of national and international agencies. The University Education Commission gave the names of some of these agencies like the American Chemical Society, the National Research Council and the International Union of Chemistry. There is also an International Association of Scientific Nomenclature which publishes periodical lists of terms that have been accepted by most languages for representing certain scientific objects and concepts. Somewhat more specialised agencies are the Permanent International Association of Road Congresses (Paris); the Permanent International Association of Sea Congresses (Paris); the International

(16) Report of the U.E.C. Vol. I, p. 312.

Commission of Illumination (Paris); the International Electro-technical Commission (Paris); the World Meteorological Organisation (Geneva); the International Telecommunication Bureau, (Berne); the International Civil Aviation Organisation (Montreal); the Documentation Committee of the Advisory Group for Aeronautical Research and Development (Paris). In all, there are more than 50 National and International societies which are engaged in this work. The U.N. Secretariat has a terminological unit which from time to time issues glossaries, inter-connecting some or all the official languages. Similar units are also attached to Unesco at Paris and the FAO at Rome. The latter has several published glossaries to its credit, e.g. A Rice Trade glossary in six languages, an Illustrated Glossary of Rice Producing Machines in three languages and a multilingual vocabulary of Soil Science. The Unesco has been encouraging and giving financial assistance to work in this field by a number of societies. Some of the notable publications brought out by these societies with the financial assistance of Unesco are: the Illustrated Technical Dictionary of Sea Terms in six languages; the International Lighting Vocabulary in three languages; the International Electro-technical Vocabulary in six languages; the International Traffic Engineering Vocabulary in six languages and the Technical Dictionary of Road Terms in six languages.

In addition to these official efforts a number of bilingual and multilingual glossaries of scientific and technical terms have also been published in recent years by private agencies. Some of the more important of such publications are Elsvier's multilingual dictionaries[17] in five to ten languages relating to automobiles (8 languages) amplifiers, transmitters and receivers (6 languages); cinema, sound and music (6 languages), chemical sciences (8 languages), electronics and wave guides (6 languages), Industrial Agriculture (6 languages), Meteorology and Control (6 languages), Nuclear Science and Technology (6 languages), Pharmacy (6 languages), Television, Radar and Antennas (6 languages), Medicine (5 languages), Rubber (10 languages), Textiles (6 languages), wood (7 languages); Cassel's International Dictionary of Mechanics and Engineering in six languages;[18] and Langenscheidt's multilingual dictionaries on general subjects. Even though these dictionaries and glossaries do not include the vast bulk of terms relating to chemical compounds and binomial names of plants and animals which are of practically world wide usage, yet, even a casual glance at them shows conclusively that quite apart from names of chemical compounds and binomial terms relating to Botany and Zoology, there is a very large body of terms which is shared in common by many languages of the world. A specimen statistical check of two of these glossaries reveals that from 40 to 60 per cent of terms included therein are shared in common by three or more languages while at least 30 per cent of terms are common to six or more languages. It is quite evident, therefore, that international terminology is not just a myth. It is very much a fact and the volume of this vocabulary is steadily growing.

Let us now try to analyse this international terminology a little further. For purposes of illustration we shall take six representative languages viz., English, French, German, Russian, Japanese and Arabic.[20] Broadly the International Voca-

(17) Published by the Elsvier Publishing Company, Amstardorm, London, N. York, Princeton.

(18) Published by the Cassel and Co. Ltd., London.

(19) Published by the Langenscheidt KG., Berlin-Schouberg, Bahnstrasse 29, 30.

(20) The language dictionaries consulted for the purposes of this article are :—

(*a*) Cassel's French Dictionary. (*b*) Webel's Technical Dictionary, German-English.
(*c*) Wildhagen's German-English Dictionary.
(*d*) Russian-English Scientific and Technical Dictionary, International Univ. Press, N. York.
(*e*) A New English-Russian Dictionary by M. Golovinsky, David Mackay Co., N. York.
(*f*) Elias' Modern Dictionary; English-Arabic, Elias' Modern Press, Cairo.
(*g*) Kenkynsha's Japanese-English Dictionary, Kenkynsha, Tokyo.

bulary of science can be classified under the following:—

(a) *Units of measurement used in scientific work* : The names of these units were given at different times by different persons in different countries. But by now they have been universally adopted by all languages in the field of science and technology with practically little or no change except that demanded by the exigencies of spelling and pronunciation of each language. Some examples of these units are:

Unit	*English*	*French*	*German*	*Russian*	*Japanese*	*Arabic*
Unit of Weight	Gramme	Gramme	Gramm	Gramme	Guramu	Ghramme
Unit of Length	Meter	Metre	Meter	Metre	Meitoru	Mīter
Unit of Heat	Calory	Calorie	Kalorie	Kalori	Karori	Kalori
Unit of Energy	Erg	Erg	Erg	Erg	Erg	Erg
Unit of Force	Dyne	Dyne	Dyne	Dina	Dyne	Dyne
Unit of Liquid Capacity	Litre	Litre	Liter	Litre	Rittoru	Līter
Unit of Current	Ampere	Ampere	Amper	Amper	Ampea	Ampear
Unit of Electric Potential	Volt	Volt	Volt	Volta	Voruto	Volt
Unit of Electric Resistance	Ohm	Ohm	Ohm	Ohm	Omu	Omyok
Unit of Electric Power	Watt	Watt	Watt	Watt	Watto	Alvāt
Unit of Energy	Joule	Joule	Joule	Djoul	Yūl	Yulu, Jchul
Unit of Electric Capacitance	Farad	Farad	Farad	Faraddo	Faraddo	Farad
Unit of Quantity	Coulomb	Coulomb	Coulomb	Kulom	Kālom	Kulom
Unit of Inductance	Henry	Henri	Henri	Henri	Henri	Henrī

(b) *Names of the* 98 *elements* : The names of the 98 elements from Neuton to Californium have been adopted by all languages without change. Most languages, however, including English, have common names also for some of these elements like gold, silver, copper, etc., which have been known to mankind for a long time. These popular names, however, are largely confined to non-scientific usage.

(c) *Names of Chemical Compounds* : These names are also of world-wide usage and so far as is known, scientists in no country have tried to evolve their own separate terminology for the vast majority of these compounds. Their number runs literally into hundreds of thousands. A few examples only will suffice here :

English	*French*	*German*	*Russian*	*Japanese*	*Arabic*
Atropine	Atropine	Atropin	Atropin	Atoropin	Atropin
Bromide	Bromide	Bromid	Bromed	Buromaido	Bromeed
Caffeine	Coffeine	Koffein	Kofein	Kafen	Kafeen
Chloride	Chloride	Chlorid	Khlored	Koreido	Kloreed
Colloid	Colloid	Kolloid	Kolloid	Koroido	Gareavi
Phenol	Phenol	Phenol	Fenol	Fenonu	Fenol

(d) *Binomial terms relating to Botany and Zoology* : These terms began to be made in the early stages of scientific studies in modern Europe when, in order to achieve international intelligibility, Latin was by common consent used for the purpose. Since then, these binomial terms have been universally accepted by all languages. A few examples of such terms are: Botany—Albies alba, Acacia aramata, Briza Eracta, Kalamia Latifolia; Zoology—Triceps femoris, Tribialis Anterior, Rectus abdominus, Carum aorticum.

It should, however, be noted that while these terms are Latin in form, they are not always made from Latin or Greek roots. Quite often, the European scientists took

the native name of an animal or plant and just latinized it. An interesting example is the term 'garealis gangeticus' which was originally 'garealis gangeticus' which in turn has been formed from the well-known Indian name 'gharial' given to the alligator found in the Ganges. Another example of a Botanical name is 'areca catechu' wherein the term 'areca' is merely a latinized form of the Malayalam word 'adekka' and 'catechu' is the latinized form of Kannada word 'Kachu'. Similarly, the term 'alchemilla' is a latinisation of the Arabic word iklil-ul-malik. A number of these binomial terms have been formed by Indian scientists and are based on Sanskrit. They too have gained world wide acceptance, e.g. Nipaninohu granthia (conifer); Podesporites tripakshi (a pollen) and Bwayabeeja Sundara (a new type of genus and species of fungi). This last name was given as late as 1958 by its discoverer Shri C. V. Subramaniam.[21]

(e) *Terms based on proper names commemorating mostly the inventor or the discoverer* : Such terms cover a very wide field and a large number of subjects. Among the units of measurement mentioned above, the last eight are terms belonging to this class. Other examples are Fahrenheit (name of a thermometer), Macadam (type of road surface), Aston (a dark space in the immediate neighbourhood of a cathode), Auger (a secondary electron emission). These terms also are found in practically unchanged forms in all languages. An interesting example here again is that of Raman Effect named after the celebrated Indian scientist Dr. C. V. Raman who discovered it. This term has now been adopted by physicists the world over. Similarly the term 'Sahni pushpam' denoting a fossil flower discovered by the late Dr. Birbal Sahni has also gained universal acceptance.

(f) *Names given to certain objects or preparations by their inventors or discoverers* : It is an unwritten convention among the scientists of the world that whatever name is given to a particular object or concept by its inventor or discoverer, the same is accepted unquestioningly by all scientists the world over. It is but natural that the vast majority of terms falling under this category are European in origin though not necessarily derived from Greek or Latin, since, practically the entire original research work in the field of science and technology has been done in European countries during the last hundred years or so. Some very recent examples of such terms are penicillin, sulfa, glucose, pepsin, protein, vitamin, neutron, etc. On some occasions when it happened that a non-European scientists had discovered or invented a certain object and given it a name based on his own language, that name is readily and unhesitatingly accepted by scientists all over the world. The example of 'Sahni puspham', 'tripakshi' and 'Bwaya-beeja Sundara' already mentioned previously are pertinent cases in point. In the universal brotherhood of science, there is no room for national prejudices.

(g) *Other terms which have gained world wide currency* : These belong to almost every branch of science and their number also runs literally into hundreds of thousands. A few of these terms are of non-European origin and these also have been readily accepted without hesitation by European scientists. A few examples are :—

English	*French*	*German*	*Russian*	*Japanese*	*Arabic*
Acetylene	Acetylene	Acetylēn	Atselan	Ascetirin	Asytelin
Alkali	Alcali	Alkali	Akali	Arukari	Alqali
Ammonium	Ammonium	Ammonium	Ammoniak	Ammoniam	Ammonium
Bacillus	Bacillus	Bacille	Batsilla	Bachirus	Basil
Cholera	Cholera	Cholera	Kholera	Korera	Kolera
Chrome	Chrome	Chrom	Khrom	Kuromu	Al-krum
Console	Console	Konsole	Konsol	Konsole	Kansol
Radio	Radio	Radio	Rajjo	Radio	Radio
Typhoon (Chinese)	Typhon	Typhon	Tyfon	Taifū	Taifūn
Monsoon	Monsoon	Munsoon	Monsoon	Monsun	Mānsūn

(21) Journal of the Indian Botanical Society 1958.

We have so far discussed terms which are of practically world wide usage. As shown above, they count for a very large proportion of scientific and technical terminology. Equally numerous, if not more numerous indeed, are terms which, though not found in every advanced language of the world, are yet common to a group of languages or to two or more languages of different groups. The European languages, of course, share in common a very large bulk of scientific and technical vocabulary of this kind. Most of them have also been adopted by one or more of the major Eastern languages. Thus, the word 'antenna' is common to all European languages and has also been adopted by Japanese (antena). The same is true of terms like 'colloid' (Jap. Koroide), 'concrete' (Jap. Konkuriito). On the other hand, a term like 'consul' is common to all European languages and has been adopted by Arabic and Persian also (as 'qansal') though not by Japanese which already has its own current term for it, *viz.*, 'Ryojo'. So also terms like 'telegraph' which has been adopted by Arabic and Persian as 'talgaraf' but for which Japanese and other Asian countries have different words. Examples can be multiplied almost indefinitely. In fact the more closely we study the scientific and technical vocabulary of modern languages, the more evident it becomes that there has been an almost unlimited give and take among them in this field and that this process has been greatly accelerated in the context of modern scientific advance.

A word now about how best this international terminology can be adopted and assimilated into the Indian languages. Obviously this cannot be a mechanical procedure. The University Education Commission itself was of the opinion that the international terms should not be borrowed indiscriminately.[22] We have to proceed judiciously and certain principles have to be laid down for doing this work. This problem has now engaged the attention of over a hundred experts from all parts of the country for about eight years. As a result of this gigantic co-operative effort it has been possible to lay down the broad lines on which international terminology should be adopted and assimilated into the Indian languages.

The first question to be decided in this connection is what terms, apart from those of universal usage, are to be accepted as international terms for our purpose. This question arises because in a large number of cases it happens that a particular term is shared in common by say, languages a, b, c, and d but is not found in language e, whereas another term may be common to languages b, c, d and e but may not be found in a, while yet another term may be common to languages a, c, d and e and may not be found in b, and so on. There is no doubt about the international character of these terms since they are shared in common by a number of languages. But what criteria should we adopt for the acceptance or rejection of these terms into Indian languages ? The Board of Scientific Terminology set up by the Central Ministry of Education considered this question in all its aspects and came to the conclusion that from the practical point of view and for ensuring the utilisation of the maximum number of international terms, such terms as are shared in common by at least three European languages should be accepted as international and adopted into the Indian languages.[23] In actual practice, this has proved a safe general rule.

The next question in this context is, what is the optimum volume of international terminology which Indian languages can absorb with advantage. Here we come up against certain basic facts. First, India has a long tradition of scientific studies and technical arts and crafts. There is, consequently, a large body of scientific and technical vocabulary already existing in our classical languages and through them it has also found its way into all the major modern Indian languages. Secondly, during the last hundred years or so, with the impact of scientific advancement of the West, a large number of new scientific and technical terms have

22) Report of U.E.C., Vol. I, P. 315, Para 26.

(23) Minutes of the fifth meeting of the Board of Scientific Terminology, 20th April, 1954.

come into existence, which have gained wide currency, and are easily intelligible and have clear and precise connotations. Thirdly, it has been found that terms denoting concepts or thought processes, even in the world of science are to a large extent developed independently by each language. In view of these three basic facts we have to accept and adopt international terminology into Indian languages with the following qualifications :—

(*a*) To maintain the continuity of our own scientific tradition and also to ensure that our scientific terminology, however much nutrition it may receive from external sources, remains firmly rooted in its native soil, it is essential that all the existing scientific and technical terms current in modern Indian languages should be utilised to the fullest possible extent. International terms should not be adopted at the cost of indigenous terms which already exist and which have developed precise meanings. This position has in fact always been taken even by those who have most strongly advocated the adoption of international terminology. The Scientific Terminology Committee for instance, said that "it will be necessary to employ in addition to international terminology terms borrowed or adopted from the two main stocks to which most Indian languages belong".[24] The Reference Board of Scientific Terminology specifically stated that "well-known scientific terms already in use in the Indian languages with specific and unambiguous meanings and which form an integral part of the language should continue to be used."[25] The University Education Commission likewise took care to point out that in some sciences at least "Indian languages have a number of terms of their own. . . . . It is not necessary or desirable that words should be borrowed for all these terms from outside." To take a concrete example, though the words 'molecule' and 'atom' are international terms in the fullest sense, their concepts in Hindi and a number of other Indian languages are exactly expressed by two existing terms, *viz.*, 'anu' and 'paramanu'. The latter should, therefore, be accepted in the Indian languages in preference to the European terms.

(*b*) Indigenous scientific and technical terms which have gained currency in comparatively recent times should also similarly be accepted in preference to international terms wherever these possess precise and unambiguous connotations, *e.g.*, in Hindi 'damar' for ashphalt, 'tar' for telegraph, 'mahadvip' for continent and so on.

(*c*) In adopting names of elements, such names as already exist in Indian languages for some of these elements should similarly be accepted. But here, the international terms should also be retained for purely scientific purposes. This, in fact, is the practice in all languages. Thus in Hindi we may have both 'gandhak and 'sulphur', 'swarna' and 'aurum', 'rupya' and 'argentum', 'sisa' and 'plumbum', 'loha' and 'ferrum'.

(*d*) In the case of concepts and thought processes, Indian indigenous terms should be preferred to foreign loan words since the concept involved can be much more easily explained through the medium of our own languages rather than through borrowed words. Thus, 'gurutva' for gravity, 'urja' for energy, 'veg' for velocity, 'gati' for motion, 'samksharan' for corrosion, are all preferable to their corresponding European equivalents. In branches of knowledge, therefore, like Mathematics, Philosophy, etc., where concepts and thought processes predominate, the volume of international terminology acceptable would be rather less than any other fields where there is preponderance of concrete objects like Medicine, Chemistry, Engineering, etc.

The third main problem that faces us in the adoption of international terminology is the problem of derivatives. It is a basic principle of linguistic evolution that while a living language can borrow words from

(24) Proceedings of the 6th meeting of the C.A.B.E., pp.71-72.

(25) Proceedings of the 15th meeting of the C.A.B.E., pp. 39-40.

different sources almost to an unlimited extent, it never borrows the grammatical forms of other languages (except of course, when an inflected form is bodily taken over from the source language). The borrowing language takes words from different sources and fits them into its own grammatical and idiomatic structure thereby assimilating them to its genius. Thus, in English while words like 'brother', 'position', 'agile', 'yog' and 'admiral' have been borrowed from German, French, Italian, Sanskrit and Arabic languages, respectively, their derivatives, like 'brotherhood', 'positioned', 'agileness', 'yogic' and 'admiralty' have been formed in strict accordance with the grammatical structure of English itself. The same rule has to be adopted for Indian languages also and derivatives of all international terms borrowed by them have to be formed in accordance with the grammatical structure of each language. Thus in Hindi, we can have 'voltata' for voltage, 'ammapi' for ammeter, 'kansuli' for consular, 'filtarit' for filtered and so on. Other Indian languages will similarly make their own derivatives from the basic international terms accepted by them.

Lastly, terms accepted into each Indian language have to be assimilated to the phonetic genius of the language so far as spelling and pronunciations are concerned. By and large, the English pronunciation of these terms can be adopted since it is more familiar to our countrymen for historical reasons. Thus, in Hindi, terms like metre, atom, volt, atropine, bromide, oxide, radio, etc., can all be accepted in their English forms. But where the phonetic genius of Indian languages demands, the English pronunciation of terms can be given up in favour of pronunciation of source language of the term. Thus, in Hindi we have 'gram' for gramme, 'kalari' for calorie, 'akademi' for academy, 'mansun' for monsoon and so on.

To sum up, a commonsense and practical approach is the essential requisite in the process of adoption and assimilation of international terminology into Indian languages. While we make sure that we do not cut ourselves away from the rest of the world in the present context of rapid scientific advance, we also at the same time utilise to the fullest extent the existing resources of our own languages and we preserve intact their essential structure and genius. This is the only way to develop these languages into effective media of expression in the fields of science and technology without either isolating them from all contacts with other advanced languages of the world or overburdening them with loan words and foreign constructions.

Intelligence appears to be the thing that enables a man to get along without education. Education appears to be the thing that enables a man to get along without the use of intelligence.

—*A. E. Wiggam*

Constitutional Obligations in Education

THE PREAMBLE TO THE Constitution of India defined our position as a democratic state pledged itself to secure to all its citizens justice, liberty and equality of status and opportunity. The directive principles of the State policy amplified this position in three clauses whereby the State undertook to promote the welfare of the people by securing a just social, economic and political order, to provide within a period of ten years from the commencement of the Constitution for free compulsory education for all children up to the age of 14, and to promote with special care the educational and economic interests of the weaker sections of the people and in particular of the Scheduled Castes and Scheduled Tribes.

The Constitution has also laid down that Hindi in Devanagari script shall be the official language of the Union and shall be developed so that it may become a medium of expression of all the elements of the composite culture of India. There are certain other educational rights conferred by the Constitution such as freedom to attend religious instruction in certain educational institutions, establishment and administration of educational institutions by minorities etc. In this article we are concerned with two important obligations : (1) Democratisation of Educational Opportunity and (2) Propagation and Development of the Federal Language.

Democratisation of Education

With the dawn of independence and the adoption of the Constitution that embodied its triumph, the democratisation of education had begun. This process of flinging wide the gates of learning to the millions is many-sided but two of its most important aspects are provision of free and compulsory education up to the age of 14 and large-scale introduction of scholarships specially for those who, for one reason or another, have been denied the opportunity to educate themselves.

(i) *Free and Compulsory Education* : According to article 45 of the Constitution, the State shall endeavour to provide, within a period of ten years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

On the eve of independence hardly 30 per cent of our children in the age-group 6-11 were in school of one kind or another. One of the first things that the National Government set out to do upon the attainment of freedom was to make up the leeway and to spread education throughout the length and breadth of the sub-continent. To implement the above directive of the Constitution, the First Five-Year Plan fixed the target to provide schooling to at least 60 per cent children of the age-group 6-11. Owing to lack of finances and other factors, however, the target could not be fully achieved. The Second Five-Year Plan of Educational Development fixed this target at 75 per cent which was also reduced subsequently to 63 per cent again due mainly to the paucity of funds.

By now it has become abundantly clear that our ends are not commensurate with our means. We have now shifted our approach from idealism to reality. Having made an all-India survey of our educational needs at the Primary level, and having taken a stock of our resources and their future availability, we have come to the conclusion that it would not be possible to reach the goal—or even plan for it—within the period prescribed by the Constitution. By the end of our Third Five-Year Plan, we are now attempting to bring our children of the age-group 6-11 only under our universal, free and compulsory education scheme. It is said that an attempt would be made to realise our ultimate objective of providing free and compulsory education up to 14 years within a period of 15 to 20 years. In

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view of our experience in the past, however, this statement should not lie in our mouth unless we are in a position to realise our present targets fully by the end of the Third Five-Year Plan.

(ii) *Scholarships to Backward Classes* : Article 46 lays down that the State shall promote with a special care the educational and economic interests of the weaker sections of the people, and in particular of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.

In order to fulfil this statutory obligation the Government have adopted special measures for the promotion of the educational interests of all such sections, for it is only through education that individuals and groups can develop their natural virtues of body, mind and spirit.

The Government of India under their Scheme of Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes have made enormous grants for the purpose since independence. The amounts that have been granted under the scheme are about Rs. 5 lakhs in 1947-48, Rs. 31 lakhs in 1952-53, Rs. 187 lakhs in 1956-57 and over Rs. 200 lakhs in 1959-60. There has also been tremendous increase in the number of scholarships awarded (from 655 in 1947-48 to about 50,000 at present). This phenomenal rise in grants and scholarships is a considerable achievement and is an earnest of the Government's solicitude for the welfare of these classes. Besides, coaching classes to train Harijan students for the All-India services have been started. While there can be no doubt about the efficacy of the measure, it is felt that such privileges for a particular section of the community should not be allowed to continue indefinitely.

Development of Hindi

Article 343 of the Constitution has set a limit of fifteen years after which all work of the Central Government will have to be carried on in Hindi instead of English. Article 351 further declares that it shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in the other languages of India specified in the Eighth Schedule, and by drawing, wherever necessary or desirable for its vocabulary, primarily on Sanskrit and secondarily on other languages.

It is obvious that to substitute one State language by another is no easy matter. The difficulty of the operation is all the greater in the circumstances that face India. On the one hand, it is sought to replace an established language like English by one which has not been used for State administration till now. On the other there are major Indian languages, besides Hindi, and care has to be taken to allay any suspicion that the development of Hindi may not in any way prejudice the growth and development of these languages.

In view of this the Government chalked out a planned programme so that when the time came after fifteen years to replace English by Hindi, the change could be effected without any hardship and with complete success. Of the measures necessary for achieving this objective, the two most important are to develop as rapidly as possible Hindi terms in science, technology and administration to meet our national requirements and to foster the spread of the language in areas where it is not the mother tongue. The Government is therefore busy with the preparation of scientific and technical terms in Hindi. A drive is also being made to make Hindi a compulsory subject in all non-Hindi speaking areas so that the next generation of educated Indians may be Hindi-knowing. A number of our Universities have also adopted Hindi as one of their media of expression. Some of the Hindi-speaking States have already started conducting their business in Hindi. At the centre, Hindi is being introduced side by side with English for administrative purposes. All this is true. But it is doubtful if it would

be possible or desirable to shift to Hindi completely within the next five years which is the Constitutional limit.

Looking Back

From what has been stated above, it is clear that we have not been able to fulfil the promises that were made by us ten years ago, in regard to the democratisation of education as also in the adoption of the federal language. It is, however, reassuring that we have not failed in our endeavour. The battle has not yet been won—it has not been lost either. In fact, in the midst of bare sentiments, raw enthusiasm and lofty ambitions, that are a natural corrolary to independence after prolonged drudgery, we did not use much imagination and foresight in prescribing the period for the achievements of our educational goals. It is interesting to note that our Constitution has not fixed any deadline for achievement in any field of social activity other than education. Now that we have realised our helplessness in the matter, we should march ahead in the field with care and caution. We should realise that education is a continuous process and it is not wise to measure our achievements in this field merely in terms of quantity. In our hurry to bring our teeming millions into the fold of literacy we should not lose sight of the fact that an improvement in the quality of education is also necessary to enable our youth to shoulder the responsibilities of a free nation in this atomic age. In our angelic zeal to wipe out poverty from our land we cannot afford to forget that education is the *basic resource* for all national progress and the necessary funds have got to be provided for it if we are aiming at a really socialistic pattern of society. In our endeavour to promote the educational interests of the hitherto under-privileged sections of our society, we have to take care that our standards of excellence do not suffer any set-back, that our deserving and meritorious children—irrespective of class or community—get their due share of our attention. Our anxiety to replace English by our national language should not lead to any administrative breakdown of the Government machinery. We have also to respect the sentiments and realise the difficulties of a large section of our people who are still unfamiliar with Hindi. We can succeed in our mission if our steps are slow and steady. Our salvation lies in a flexible approach.

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Provision of School Places in Classes I to V

ONE OF THE MOST IMPORTANT problems in the administration of Primary education is to decide, as accurately as possible, the provision of school-places required for a programme of compulsory education. In the First and the Second Five-Year Plans, the policy adopted was to provide as many school-places in classes I to V as would be equal to the number of children in the age-group of 6–11 that was proposed to be enrolled. For example, the target for the Second Plan was to enrol about 65% of the children in the age-group of 6–11. Therefore, the total number of school-places in classes I–V for which provision was made was 300 lakhs or 65 per cent of the total estimated population of children (about 460 lakhs) in the age-group of 6–11. In other words, the formula adopted was as follows :—

School-places to be provided in classes I to V = Total number of children in the age-group of 6–11 proposed to be enrolled.

It was known that a large number of children in the under-age and over-age groups were reading in classes I to V; but it was felt that things would ultimately adjust themselves and that the total enrolment in classes I to V would be equal to the total number of children in the age-group of 6–11. The implications of this assumption are not always fully realised. It is, therefore, necessary to examine them a little more in detail.

The usual formula for calculating the provision of school-places or total school enrolment is as follows :-

$$\text{School-places to be provided} = A + \frac{PXY}{100D}$$

where

A = number of under-age and over-age children enrolled;

P = Population of children proposed to be enrolled;

X = Percentage of enrolment;

Y = Average duration of school-life; and

D = Duration of the course.

Under ideal conditions, when A = 0, X = 100 and Y = D, the above formula reduces itself to the simple form :—

Number of school-places to be provided in classes I to V = P = Total number of children in the age-group of 6–11.

It is, therefore, obvious that the assumption underlying the First and the Second Plans is true under ideal conditions only, *i.e.*,—

(*a*) When there are no under-age or over-age children reading classes I to V *i.e.*, A = 0;

(*b*) When every child is enrolled in school and there are no non-attending children, *i.e.*, X = 100; and

(*c*) When there is no wastage and every child remains in school for the full period of the course, *i.e.*, Y = D.

In practice, however, such ideal conditions are never realised. A is never equal to zero. On the other hand, the number of under-age and over-age children attending classes I to V is very large and at present, it is about 23.7 per cent of the total enrolment in classes I–V. Similarly, X is not generally equal to 100 and Y is rarely equal to D. At present, the percentage of wastage is about 60 and Y varies between

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2.3 to 2.6 years. It is quite possible to reduce it; but the day when every child would remain in school for the full period of five years is yet rather distant. Our calculations, therefore, will have to be made on slightly different assumptions.

Assumptions for the Third Plan

What would be the reasonable assumptions for the Third Five-Year Plan (1961-62 to 1965-66) is the next issue. 'A' will continue to be large even during the Third Five-Year Plan and it is, therefore, suggested that this may be taken at the existing percentage, *i.e.,* about 23.7 per cent of the total because the present pattern of enrolment is not likely to change materially during the next five years. 'X' may be taken at 100 because, if an effort is made, it would be possible to bring every child into school for some period, however small. Y may be taken at 3.5 years. As stated earlier, it varies between 2.3 years to 2.6 years at present and we may, therefore, assume that intensive efforts would be made to reduce wastage and that the average period of school life would be prolonged to 3.5 years. 'P' may be taken at 580 lakhs, which is the latest estimate given by the Planning Commission for the total population of children in the age-group of 6–11. I personally feel, however, that this would prove to be an underestimate in view of the latest projected population for 1966 given by the Central Statistical Organisation and that the correct figure would have to be taken at 600 lakhs.

Substituting in the above formula—

School-places to be provided

$$\text{in classes I–V} = A + \frac{PXY}{100D}$$

$$= A + \frac{600 \times 100 \times 3.5}{100 \times 5} \text{ lakhs}$$

$$= A + 420 \text{ lakhs}$$

$$= 130 + 420 \text{ lakhs}$$

$$= 550 \text{ lakhs}$$

(A is taken at the present rate, *i.e.,* 23.7 per cent of the total of 550 lakhs).

It will thus be seen that we need to provide 580 lakhs of school-places by 1965-66. The enrolment that is proposed to be reached at the end of the Second Five-Year Plan has been tentatively estimated at 340 lakhs. Hence a provision of 210 lakhs of additional school-places will have to be made during the Third Five-Year Plan.

Implications

The exact implications of this provision should be clearly understood. For clarity of reference, however, they have been stated below :—

(*i*) Universality of school provision will have to be made if these targets are to be reached. That is to say, a school will have to be provided within easy walking distance from the home of every child.

(*ii*) Of the 600 lakhs of school-places provided, only about 420 lakhs are expected to be utilized by children in the age-group of 6–11. This works out at about 70 per cent of the total.

(*iii*) About 130 lakhs of places will be utilized by children outside the age-group of 6–11. Of these, those below the age of 6 would be very few; but the vast majority would be of the age-group of 11–14. As stagnation is reduced, these children will be pushed up to classes VI–VIII and their place will be taken up by children in the age-group of 6–11.

(*iv*) Every child in the age-group of 6–11 is expected to be enrolled and stay in the school for 3.5 years. Since permanent literacy is attained in this period, the evil of lapse into illiteracy is expected to be reduced to the minimum by the end of the Third Plan.

(*v*) In the simpler language of common sense, these targets imply the enrolment of about 92 per cent of the children in the age-group of 6–11.

These calculations are made on the basis of a uniform enrolment of 92 per cent for boys and girls and for all States. In practice, however, the enrolment of girls is likely to be much lower in the States of U.P., Bihar, M.P., Rajasthan and Orissa. The target for boys also is not likely to exceed 85 per cent in several States. All things considered, therefore, a provision of about 180 to 200 lakhs of additional school-places in classes I–V is all that can be realistically forecast. The provision of additional school-places made in the First Plan was 60 lakhs and that in the Second Plan was 100 lakhs. Hence the requirement of the Third Plan may be said to be about three times that of the First Plan and twice that of the Second Plan.

SMILE AWHILE

The champion athlete in bed with a cold was told that he was running a temperature.

"How high is it, doc ?" he wanted to know.

"A hundred and one".

"What's the world record ?"

Teacher : "The horse neighs, the sheep bleats and the dog barks, what does the donkey do ?"

Pupil : "Lets you ride on its back, sir".

Editor : "I guess you find journalism a thankless job ?"

Writer : "On the contrary, everything I do is returned with thanks"

Roundup of activities
Ministry of education

ELEMENTARY AND BASIC EDUCATION

All-India Council for Elementary Education

The 3rd meeting of the All India Council for Elementary Education was held on 19th and 20th October, 1959. The deliberations of the Council centred largely round the estimates and programmes for implementation of the scheme for compulsory education for children of the age group 6–11 years before the end of the Third Plan.

Schemes of Elementary, Basic and Social Education

The Basic and Social Education Committee has recommended a provision of Rs. 498.36 crores for their schemes in the Third Five-Year Plan.

Regional Meeting of Asian Member States on Primary and Compulsory Education

The Indian delegation to the 10th session of the general conference of UNESCO moved a resolution suggesting inclusion of the major project on extension of compulsory and primary education for Asian countries in the future programme of that organisation. In pursuance of this resolution and on the basis of material collected through preliminary studies in various countries UNESCO organised a regional meeting at Karachi from 28th December 1959 to 9th January, 1960 on which India was represented.

National Institute of Basic Education

The third Short-Term Training Course for Administrators in Basic Education was organised by the Institute under their programme for training of personnel at higher level.

Fifty delegates of the ranks of District Educational Officers, Assistant Directors and Deputy Directors of Education, representing all the States and Union Territories of the country participated in the course.

Educational Tours of Teachers

The Government of India have approved the proposals sponsored by the following States and Union Territory Administrations :—

Kerala
Orissa
Bihar
Bombay
Manipur
Tripura

Expansion of Girls' Education and Training of Women Teachers

Grants have been sanctioned to the following States/Union Territories for implementation of the above scheme during the current year.

State/Union Territory	Amount
1. Uttar Pradesh	14,00,000
2. Bombay	6,54,000
3. Punjab	3,00,000
4. Madhya Pradesh	6,00,000

		Rs,
5.	Andhra Pradesh	6,37,537
6.	Bihar	8,50,000
7.	Orissa	4,00,000
8.	Manipur	35,050
9.	Tripura	19,800
10.	Rajasthan	4,00,000
11.	Assam	1,08,000

Proposals from Mysore, West Bengal, Madras and Jammu and Kashmir are under consideration.

Children's Literature

The third meeting of the Children's Literature Committee was held on 6th November, 1959, for finalization of the result of the Vth Prize Competition. The result was announced on Children's Day—*i.e.* 14th November, 1959, and the 24 books were awarded prizes of Rs. 500 each.

The award of five additional prizes of Rs. 500 each to five prize winning books of the IVth Competition was also announced on 14th November, 1959.

The holding of the VIth prize Competition has also been announced. Under this competition, Government of India propose to award 30 prizes in all *i.e.* fifteen prizes of Rs. 1,000 each and fifteen of Rs. 500 each. The last date for receipt of entries is 30th March, 1960.

Organization of Sahitya Rachanalayas for training Authors in the Technique of Preparing Literature for Children.

Administrative approval for Rs. 11,000 each was issued to four State Governments for 1959-60.

Production of Literature and other Material for Basic Education.

Guide Books for Teachers of Basic Schools: Results of the competition organised by the Ministry was announced. Six prizes have been awarded to authors for best books of different grades.

Monographs on Various Aspects of Basic Education: One of the finalized manuscripts has been sent for printing.

Supplementary Reading Material for Children: A few publishing firms have been selected on the basis of the recommendations of the *ad hoc* committee set up for the purpose, for assigning to them the publication of one book each with Government subsidy, on a trial basis.

Source books for teachers of Basic Schools: About 250 names were received from State Governments, training institutions and individuals for preparing various parts of the two source books on General Science and Social Studies. Selection of suitable authors has been made and approved.

Research projects on Craft material: Rs. 5,110 was sanctioned to the Government of Mysore for undertaking the research project on Agriculture by the Basic Training Centre, Vidyanagar.

Financial Assistance to Voluntary Educational Organisations

The following grants were sanctioned to Voluntary Educational Organisations working in the fields of Basic and Pre-Primary Education :—

1.	R.C. Basic Training school, Tindivanum, South Arcot, Madras.	17,870
2.	Mazi Shala, Nagpur...	2,500
3.	Gandhi Seva Sadan, Rajsamand (Rajasthan).	17,000
4.	Chartur Education Society, Anand (Bombay).	67,400
5.	Bal Niketan Sangh, Indore, (M.P.).	3,000

Sub-committee Meeting of the National Council for Women's Education

A meeting of the above committee was held on 5-1-1960 in New Delhi when the preparation of State plans under the special programme for the expansion of girls, education and the pattern of central assistance were discussed along with other items and certain conclusions arrived at.

Loan for Construction of Hostels—Basic Education Institutions:

The following State Governments have been sanctioned 2nd instalment of loan for re-loaning to institutions.

Rajasthan for Gandhi Vidya Mandir, Sardarshahr.	Rs. 1,00,000
Mysore for S.S.T. College, Lachyan.	Rs. 30,000
Madras for Palaniammal B.T. School, Coimbatore.	Rs. 36,000

Expansion of Teachers Training Facilities

Administrative approval of the Government of India for further expenditure under this Scheme was communicated to the following State Governments: Bihar, Rs. 2,94,000; Uttar Pradesh Rs. 4,13,000; Bombay; Rs. 3,66,000, and Rajasthan; Rs. 2,03,349.

The following expansion in teacher training facilities is reported by the State Governments.

Andhra Pradesh: 25 additional sections.

Bihar : 21 teacher training institutions.

Bombay: 20 new Basic training colleges.

Madhya Pradesh: Expansion in existing teacher training institutions by 400 seats and 23 new institutions.

Rajasthan: 11 Governments S.T.C. Schools.

Uttar Pradesh: Expansion in existing institutions by 350 seats and 48 new normal schools.

Seminars under the Compulsory Primary Education Programmes

It is proposed to organise four Regional Seminars during the year 1960-61 for the orientation training of educational administrators at the higher levels on major issues in connection with the programme of providing compulsory primary education during the Third Five-Year Plan.

Experimental Projects Regarding Introduction of Universal Free and Compulsory Primary Education in Selected Areas

A Scheme to study scientifically some of the major problems in connection with Universal, Free and Compulsory Primary Education has been prepared. The States of Orissa, Andhra Pradesh, Kerala and Bombay and the Union Territory of Manipur have sent details about the blocks, personnel etc.

Estimates for Free and Compulsory Primary Education

The estimates from State Governments and Administrations of Union Territories for the Third Five-Year Plan were placed before the Central Working Groups for Education. The estimates of the States are being revised in the light of the new basis recommended by the working group. Individual studies of six States where Primary education is comparatively less developed have been completed. The studies of other States are in progress.

SECONDARY EDUCATION

Central Advisory Board of Education

The 27th Meeting of the Central Advisory Board of Education was held at New Delhi from 4 to 7 February, 1960. The Minister in his inaugural address dwelt *inter alia* on the problems of student indiscipline, the need for evolving a suitable scheme for Compulsory National Service and the question of Moral and Religious instruction. The Board discussed the various points raised by the Minister in his inaugural address in detail. Among the other items discussed were :—

(1) The establishment of State Evaluation Units to effect examination reform.

(2) The possibility of providing science teaching in every Secondary School and the preparation of an adequate number of qualified

and trained science teachers for the purpose.

(3) Grant of adequate central assistance for schemes under University Education to States having low output of graduates.

The Informal Conference of State Directors of Public Instruction was held on 3rd February, 1960.

The items discussed included:

1. Stagnation in Primary Schools.
2. Provision of buildings for schools and the inadequacy of Central assitance for the purpose.
3. The question of recruitment and training of District Social Education Organisers.
4. Implementation of recommendations of the *ad hoc* Enquiry Committee on Games and Sports.

National Awards for Teachers

71 teachers—33 from Secondary Schools and 38 from Primary Schools—were given National awards. Each award carries with it a certificate of merit and a cash payment of Rs. 500. The President of India gave away the awards at a ceremony in Vigyan Bhavan, New Delhi, on 25th January 1960.

Research in Problems Connected with Secondary Education

Grants under the above Scheme have been sanctioned to the following nine institutions:

Institutions	Title of Research Project	Rs Amount sanctioned
Mahila Vidyalaya Training College, Lucknow.	Study of causes of Educational fall off in classes VI to XII.	3,395
University of Nagpur ..	Preparation of achievement tests for some electives at the High School stage.	6,983
Shri Mouni Vidyapeeth, Gargoti.	A study of the scholastic backwardness of pupils in Rural Secondary Schools.	1,485
Hindu College, Moradabad ..	A comparative study of integrated and traditional methods of approach in the teaching of social studies to Class VI.	1,807
University of Allahabad ..	A study of the causes of failures in High School examinations in U.P.	1,605
..	A survey of the load of work on Secondary School teachers	
Muslim University, Aligarh	A study of Interest Patterns of teachers under training at the Muslim University, Aligarh, *vis-a-vis* the Interest Patterns of trainees in other professions.	2,599
M.S. University of Baroda ..	Construction and Standardisation of achievement tests.	14,074
Tilak Dhari Training College, Jaunpur.	Common errors in written English—their prevention and cure.	598
University of Bombay ..	Preparation of achievement tests in Marathi for Standard VII and interest inventory.	2,394
		34,939

New York Herald Tribune Forum

Shri Bimal Prashad Jain, a student of the First Year Pre-Medical Class, Hindu College, Delhi, has been selected to represent India in the Forum (Jan—March, 1960) out of those whose names had been recommended by Universities and State Governments. Shri Jain reached New York on 27th December 1959.

Educational Delegations to and from India

Nepalese Students' Delegation

At the invitation of the Government of India, a 15-member delegation from Nepal consisting of 14 students and a professor visited India from 30-11-1959 to 29-12-59. It visited a number of important cities and attended for a few days the sixth Inter-University Youth Festival at Mysore.

Russian Delegation

At the invitation of the Government of India a delegation of six Educationists from U.S.S.R. arrived in India on 2nd January, 1960. The delegation visited various centres of historical and educational interest in India.

Sikkimese Students'/Teachers' Delegation

A delegation of ten students and two teachers from Sikkim were on a tour of Northern India from 17-1-60 to 28-1-60. The delegation also visited Calcutta, Patna, Nalanda, Agra, Mathura, Vrindaban, Jaipur and Varanasi.

Promotion of Inter-State Understanding

Under this Scheme, a rally of Secondary School students was held at Humayun's Tomb, New Delhi, from 22-1-60 to 28-1-60. State Governments were requested to depute six selected students from their respective States accompanied by a teacher. Students were also invited from Centrally Administered Areas, including Pondicherry, at the rate of one each. A total of 92 students and teachers attended the rally.

Lawrence School Lovedale

Rs. 9,855.30 nP. has been sanctioned as the second and final instalment of the Government of India's share on entitled children for the year 1959-60.

Anglo-Indian Education

(a) Rs. 4,282 has been sanctioned to the Inter State Board for Anglo-Indian Education as the Government of India's Share for the year 1959-60.

(b) Rs. 7,290 has been sanctioned to Dr. Graham's Homes, Kalimpong, for the year 1959-60 after enforcing the third 10% cut on the grant under Article 337 of the Indian Constitution.

Assistance to Voluntary Educational Organisations

An *ad hoc* grant of Rs. 75,000 was sanctioned to Ramakrishna Mission Ashram Narenderapur, 24-Parganas, West Bengal, for meeting the developmental activities of the "Students' Home" run by them.

Minister's Discretionary Fund

Rs. 3,000 was sanctioned to Hiralal Ramnewas Higher Secondary School, Basti (U.P.) for the construction of Science Laboratories.

Central Institute of English, Hyderabad

The seventh meeting of the Board of Governors was held at the Central Institute Building on 16th October, 1959. The third course of training started on 16th November, 1959.

Education in the Union Territories

The sanction of the President has been conveyed to the Tripura Administration for the grant of Training Allowance at the rate of Rs. 50 p.m. per head to the Social Education Organisers who are deputed to undergo training in different parts of India on the basis of seats provided by the Ministry of Community Development and Co-operation.

The sanction of the President has been conveyed to the Manipur Administration for the grant of the following allowances (to be treated as special pay) to the superintendents and assistant superintendents of Government Hostels in Manipur for the additional duties of supervising these Hostels.

Number of boarders	Allowance permissible: Supdts Rs.	Asstt. Supdts. Rs.	Third Supdts. Rs.
From 1—25	15	—	—
From 26—40	25	—	—
From 41—55	35	—	—
From 56—75	45	15	—
From 76—100	50	20	15
Over 100	60	25	20

The sanction of the President has been conveyed to the Andamans Adiministration to the fixation of the scale of pay of the following posts for the Multipurpose Higher Secondary Schools in Andaman and Nicobar Islands.

Name of the Post	*Scale of Pay*
Principal	Rs. 350—25—500—30—590.
Senior Teachers	Rs. 200—10—250—15—325—EB—15—400. (admissible only to those who teach the XI Class)
Assistant Teachers	Rs. 120—8—200—EB—10—300 (applicable to teachers teaching the higher secondary classes).
Librarian	Rs. 100—8—140—10—250.
Drawing Master	Rs. 120—8—200—EB—10—250.
Craft Instructors	Rs. 120—8—200—EB—10—250.
Laboratory Attendants	Rs. 35—1—50.

It has been decided to make Education free in Tripura and Manipur up to Class VIII, with effect from the next academic session. Necessary orders in the matter were issued on 11-1-1960.

Directorate of Extension Programmes for Secondary Education

Examination Unit

The Evaluation Officers posted to the selected training colleges conducted 60 State advanced level workshops in eight subjects in the different States. They also organised 15 orientation workshops during the period under review. The officers collected a considerable pool of test material and they got this printed in the regional languages and administered the tests with the help of the training colleges.

Sub-Committees of the All-India Council for Secondary Education

The meetings of five Sub-Committees appointed by the All-India Council for Secondary Education for considering various educational schemes were held at New Delhi during the period under report.

Scheme of Strengthening Model Multipurpose Schools

The following multipurpose schools were selected for inclusion in the scheme of

strengthening 26 Model Multipurpose Schools :—

1. Shree Amulakh Ram Ami Chand Multipurpose High School, Bombay.
2. Kubair Multipurpose Higher Secondary School, Dabai (Bulandshahr).
3. Government Inter College, Meerut.
4. Government Jubilee Inter College, Lucknow.

The T.C.M. Consultants worked with each of these schools for about ten days in their respective subject fields.

Assessment of the Extension Services Department in West Bengal

The assessment of the four Extension Services Departments in West Bengal was completed by the Assessment Committee.

Seminars and Workshops

Nine Subject Teachers' seminars and six Headmasters' seminars in different subjects were held in the various States. A Conference of Heads of Multipurpose Schools took place at Calcutta.

HIGHER EDUCATION

National Service Committee

The National Service Committee, appointed by the Government in August, 1959 under the Chairmanship of Dr. C. D. Deshmukh to work out a scheme of social and labour service by students, has submitted its report and recommendations made by the committee are being considered by the Government.

The main recommendations of the Committee are as follows : —

(1) Any scheme of national service must be compulsory if this is to be effective and is to make a real impact to improve the quality of manpower needed by the country. No exemptions are to be allowed on any ground.

(2) A period of at least nine months to a year is the minimum required for achieving the objectives of national service.

(3) The best stage for drafting youth in national service is when they pass out of Higher Secondary School or Pre-University classes and are prepared to enter life or the university. A year's national service at that stage will fill the gap left by the present secondary education and will equip young persons better both for life and the university.

(4) The content should be so devised as to effect an all round improvement of the personality and character of the adolescent. It may include military discipline; national service and manual labour, and general education.

(5) The programme would require for its implementation an organisational set up which should be broadbased and independent. A National Board should be set up to plan, implement, and evaluate a programme of national service. This should be preceded by careful preparation of a detailed plan of work for youth and for this purpose it is desirable to set up a representative working group of educationists, administrators, defence experts and other interests.

Appointment of Vice-Chancellor at Visva-Bharti

Shri S. R. Das, *Ex*-Chief Justice of India, has been appointed Vice-Chancellor of the Visva-Bharti, Shantiniketan, West Bengal, *vice* Shri Kshitis Chandra Chaudhuri with effect from 24th November, 1959.

Appointment of Members of the University Grants Commission

The Government of India have appointed the following persons as members of the University Grants Commission in the vacancies caused by the retirement, under the proviso to sub-section (1) of Section 6 of the University Grants Commission Act, 1956 (3 of 1956):—

(1) Prof. J. K. Sidhanta,
Vice-Chancellor, Calcutta University,
Calcutta (Renominated).

(2) Dr. A. C. Joshi,
Vice-Chancellor,
Punjab University,
Chandigarh.

The Government of India have also appointed Dr. V. S. Krishna, Vice-Chancellor, Andhra University, Waltair, as a member of the Commission *vice* Shri G. C. Chatterjee who has ceased to be member thereof.

Maintenance Grant to Gurukula Kangri

Rs. 25,000 has been sanctioned to the Gurukula Kangri, Hardwar, being the third instalment of the Government of India's maintenance grant to the Gurukula during 1959-60. This brings the total amount released to the Gurukula during the current financial year to Rs. 75,000.

Loans to Affiliated Colleges for the Construction of Hostels

With effect from 1960-61, the procedure for grant of loans for the construction of hostels will be as follows:—

The present practice of giving loans direct by the Centre to educational institutions managed by voluntary organisations will be discontinued;

The sum provided in the budget for loans will be placed at the disposal of the State Governments who will also include a suitable provision in their own budget for making advances to the educational institutions eligible for assistance under this scheme; and

The Government of India would also provide funds in the form of grant-in-aid to the State Governments to the extent the interest charges on the loans advanced to the institutions are waived by them after taking into account the financial capacity of the institutions concerned. For this purpose also, the States will make corresponding provision in their budgets.

In the case of institutions to whom loans have been advanced direct in previous years by the Central Government on the recommendations of the State Governments and where the full amount of the sanctioned loan has not been released so far, the balance of the sanctioned loans will continue to be paid direct by this Ministry.

In respect of the proposals for loans already recommended by the State Governments, it has been decided that these loans will be advanced to the State Governments, during 1959-60 according to the previous procedure.

Loans amounting Rs. 1,34,000 have been sanctioned to the following colleges:—

	Rs.
1. Dev Samaj College for Girls, Ambala City.	15,000
2. Barahseni College, Aligarh	24,000
3. Andhra Loyola College, Vijayawada.	35,000
4. D.C. Barua Girls College, Jorhat.	30,000
5. Bhadrak College, Bhadrak	30,000

Loans to Universities and Constituent Colleges of Delhi University for the Construction of Hostels and Staff Quarters

A sum of Rs. 2,00,000 was sanctioned to the Aligarh Muslim University for the construction of staff quarters.

Grant-in-aid to the University Grants Commission

Rs. 2,36,00,000 has been released to the University Grants Commission during the period from the 15th October, 1959 to the 31st January, 1960.

United States Educational Foundation in India—Nomination of Indian Members to the Board of Directors

Under Article 4 of the Indo-U.S. Agreement of February 2, 1950, as amended, for financing certain educational exchange programmes, the Government of India have appointed the following members as their nominees on the Board of Directors of the

United States Educational Foundation in India for the year 1960:—

1. Shri P. N. Kirpal,
   Joint Secretary,
   Ministry of Education.

2. Shri G. C. Chatterji,
   Administrative Staff College,
   Hyderabad.

3. Shri A. A. A. Fyzee,
   Vice-Chancellor,
   Jammu & Kashmir University,
   Srinagar.

4. Dr. D. S. Kothari,
   Scientific Adviser to the Government of India,
   Defence Science Organisation,
   Ministry of Defence.

5. Dr. A. C. Joshi,
   Vice-Chancellor,
   Punjab University,
   Chandigarh.

RURAL HIGHER EDUCATION

Grants

The following grants and stipends have been sanctioned to the following Rural Institutes :

	Grant	Stipends
	Rs.	Rs.
Rural Institute, Amravati	2,50,000	22,140
Institute of Rural Higher Education, Sriniketan	1,00,000	12,000
Jamia Rural Institute	15,000	14,105
Balwant Vidyapeeth Rural Institute, Agra	1,33,482	14,934
Lok Bharti, Sanosara	—	1,920
Gandhigram Rural Institute	1,23,500	14,576
Kasturba Rural Institute, Rajpura	—	3,600
Rural Institute of Higher Studies, Birouli	—	8,040
Shri Ramakrishna Mission Vidyalaya Rural Institute, Coimbatore	1,50,000	—
Mouni Vidyapeeth Rural Institute, Gargoti	—	9,810
Vidya Bhavan Rural Institute, Udaipur	—	10,730
GRAND TOTAL ..	7,71,982	1,11,863

Assessment Committee

The Assessment Committee constituted by the Ministry of Education to assess the progress of the Rural Institutes visited the following Rural Institutes:—

1. Shri Ramakrishna Mission Vidyalya Rural Institute, Coimbatore. 24-25th Oct., 1959.

2. Gandhigram Rural Institute, Madurai. 26-27th Oct., 1959.

3. Vidya Bhavan Rural Institute, Udaipur, 5-6th Nov., 1959 and submitted its reports on them.

Standing Committee of the National Council for Rural Higher Education

The Sixth meeting of the Standing Committee of the National Council for Rural Higher Education was held on 27th November, 1959 in New Delhi.

Recognition of Diploma in Rural Services

Besides the Government of India and the State Governments of Bihar, Kerala and Madras, the Diploma in Rural Services awarded by the National Council for Rural Higher Education has also been recognised by the State Governments of Rajasthan, Punjab and Uttar Pradesh, as equivalent to the first degree of a recognised University

for purposes of appointment to posts under them. The Bombay Government has also recognised the Diploma for purposes of appointment to the post of Social Education Organiser under them. The Inter-University Board of India has been requested to consider the recognition of the Diploma for purposes of admission to Universities for Post-Graduate studies.

Recognition of Diploma in Civil and Rural Engineering

The State Governments of Assam, Bihar and the Union territories of Andaman and Nicobar Islands, Manipur and Tripura have so far recognised the Diploma in Civil and Rural Engineering awarded by the National Council for Rural Higher Education for purposes of employment to subordinate posts and services under them.

AUDIO-VISUAL EDUCATION

Central Film Library

During the period under report, 1,602 films and 14 filmstrips were issued to 295 members of the Central Film Library. 25 new members were enrolled bringing the total membership to 1,301. 83 film shows were conducted by the Mobile Cinema Unit Van. From the 20th to the 27th November, 1959, the Mobile Cinema Unit organised shows in eight villages (Alipur and Mehrauli Blocks).

Fifteen meetings of the Preview Committee were held in which 66 films were previewed.

Unit for the Production of Non-Projected Visual Aids

The chart on 'Cotton Production in India-1956' has been finally prepared and will be printed shortly.

National Institute for Audio-visual Education

The response for admission to the various courses of training to be conducted by the Institute has been very encouraging.

The first short-term training course in audio-visual education will start at the National Institute of Audio-Visual Education, New Delhi, from 10th February 1960 for a period of 2½ months.

Production of Gramophone Records

Experimental work on production of Disc Gramophone Records using the recording equipment supplied by the TCM was carried out and three foreign language teaching records were prepared and presented to the University of Delhi in response to their request.

National Board for Audio-Visual Education

The fourth meeting of the Board was held on 14th December, 1959, under the Chairmanship of Shri R. P. Naik, material produced by the U.P.V.A. was exhibited on the occasion.

Translation of Teaching Notes of Film-strips into Hindi

Teaching notes of five filmstrips, which include 'The Wool' (Primary Geography Series), 'Kim' and 'Art of Costume' (Pt. I) were translated into Hindi.

Exchange and Dubbing of Films

The Films Division have completed the dubbing of a film 'Lessons in Living'. The Hindi commentary of the film 'Physical Regions of Canada' is being recorded.

It has also been decided to acquire another Canadian film 'Ti Jeam Goes Lumbering' under exchange of negatives agreement with the National Film Board of Canada.

SOCIAL EDUCATION

Assistance to Voluntary Educational Organisation in the Field of Social Education

Grants of Rs. 4,500 and Rs. 5,000 were sanctioned to the Indian Adult Education Association, New Delhi, for holding a seminar on Organisation and Administration of Social Education and as 2nd instalment

of grant for maintenance of the Clearing House on Social Education.

National Fundamental Education Centre

The National Fundamental Education Centre continued the training course for the 3rd batch of DSEOs till 15th Nov., 1959.

Report on the second research project entitled 'Village Meeting Places and Community Centres' is being written. Data on the third research project on The Reading Habits and Interests of Village People is being analysed.

The Audio-visual Unit of the Centre started the silk screen printing press and printed the emblem of the National Fundamental Education Centre on it. Copies were distributed to the trainees. Further work on the silk screen printing press is now under progress.

Scheme for Setting up of Adult Schools in the Country

A sum of Rs. 60,000 was released to the Jamia Millia Islamia, as fourth instalment for the execution of the scheme of Adult Schools.

Production of Literature for Social Education Workers

Copies of the two booklets 'Teaching Adults to read and write' and 'An Annotated Bibliography of Hindi and Urdu Dramas' prepared by the Idara Talim-O-Taraqqi of Jamia Millia Islamia, were distributed to State Governments, Ministry of Community Development and Co-operation and other prominent persons in the field of Social Education.

National Seminar for Printers

An Unesco-sponsored National Seminar for Printers, Publishers and Booksellers was organised by the Ministry of Education at Bombay, for a period of seven days from 10th November, 1959. Besides four experts, 18 participants selected from the Executives of the printing, publishing and bookselling trades of the country attended the Seminar.

UNESCO Regional Workshop on Book Distribution, Promotion and Market Research

The Government of India played host to the Unesco Regional Workshop on Book Distribution, Promotion and Market Research, at Madras for a period of three weeks in November-December, 1959. The Southern Languages Book Trust cooperated with the Government of India in the organisation of the Seminar. Four to six delegates each from Burma, Ceylon, Iran, India and Pakistan and an observer from Indonesia participated in the deliberations.

Prize Scheme for Books for Neo-literates

Of the 30 books and manuscripts under the 6th competition for books for neo-literates which were awarded prizes of Rs. 500 each, 28 entered the competition for additional awards of similar amounts. Of these, five were selected by the Popular Literature Committee. The results were announced on 26-1-60.

The 7th competition for books for neo-literates in almost all the Indian languages has been announced. The closing date for receipt of entries is 30th April, 1960.

SOCIAL WELFARE AND EDUCATION OF THE HANDICAPPED

Grant to Central Welfare Board

Rs. 35 lakhs was given to the Central Social Welfare Board to enable it to carry on its activities.

Seminar on Organisation and Administration of Social Services

The United Nations Asia and Far East Seminar was inaugurated by the Ministry of Education on the 16th November, 1959, in New Delhi. Delegates from 15 countries of this region participated.

Transfer of Work from Ministry of Home Affairs

The following items of work have been transferred from the Ministry of Home

Affairs to the Ministry of Education on 4th January, 1960 :

(*a*) Orphans and Orphanages (as regards administration).

(*b*) Social and Moral Hygiene Programmes so far as they relate to women in moral danger, that is to say, Rescue Homes and Reception Centres, including after-care programmes, but excluding—

(*i*) the administration of Suppression of Immoral Traffic in Women and Girls Act, 1956; and

(*ii*) the establishment and maintenance of Protective Homes;

(*c*) Social Welfare Schemes transferred from the Ministry of Rehabilitation to the Ministry of Home Affairs, including the administration of the Social Welfare and Rehabilitation Directorate.

(*d*) Homes/Infirmaries etc. and outside dolees in respect of West Pakistan displaced persons.

Meeting of the Selection Committee of the Advisory Board on Social Welfare

A meeting of the above Committee was held on 5-1-60 to consider research projects received by the University Grants Commision and the Ministry of Education in Social Work/Social Welfare. The Committee approved one project "A Study about Local Rural Leaders" to be undertaken by the Indian Adult Education Association in case the National Fundamental Education Centre was not able to undertake such a project. A second project "Juvenile Delinquency in Greater Bombay" was approved to be undertaken by the Gujarat Research Society provided similar work had not been done by the Tata Institute of Social Sciences, Bombay.

T.C.M. Programme

Under the T.C.M. Programme O.A. No. 44, dealing with the development of social welfare education in India, two experts have joined the schools of social work at Madras and Delhi.

Grants-in-aid to Voluntary Organisations

Rs. 50,000 was released for the Tata Institute of Social Sciences, Bombay, representing the second instalment of the grant-in-aid of Rs. 1,00,000 sanctioned for the year 1959-60 for the general activities of the Institute.

Rs. 11,000 was sanctioned to the Indian Council of Child Welfare to help them cover the maintenance charges of their Central Office in New Delhi for the year 1958-59.

Rs. 6,084 was sanctioned to the Government of Andhra Pradesh towards the second instalment of the Government of India's grant of Rs. 24,336 sanctioned for the construction of the first floor of the school building of St. Marks' Boys' Town, Namah, Hyderabad.

Rs. 4,000 was given to the All India Women's Conference, New Delhi.

Rehabilitation of Displaced Persons and Students

The educational qualifications of 30 displaced persons have been verified from the records available in this Ministry on references received from the various Ministries and the Punjab University, Chandigarh, during the period under review.

407 displaced students pursuing various courses of studies have been granted financial assistance through the Social Welfare and Rehabilitation Directorate, New Delhi, involving an expenditure of Rs. 62,541.

Rs. 11,140 has been sanctioned in favour of the Orissa Government for granting financial assistance to displaced students from West Pakistan.

Rs. 840 has been sanctioned in favour of the Bihar Government for granting financial assistance to displaced students from West Pakistan.

Rs. 1,080 has been placed at the disposal of the Honorary Director, Social Welfare and Rehabilitation Directorate, New Delhi, for granting financial assistance to four students belonging to indigent families displaced from West Pakistan.

Education of the Handicapped

The 4th meeting of the National Advisory Council for the Education of the Handicapped was held in New Delhi on 7th and 8th December 1959. Some of their major recommendations are as follows:—

(*a*) development of training facilities in music for which the Government of India should give financial assistance to the institutions for the blind;

(*b*) The Ministry of Education should publish a brochure indicating the trades to be learnt by the blind and other groups of handicapped persons, and the institutions where training facilities in these trades are available;

(*c*) The State Governments be requested to appoint an Advisory Council for the Education of the Handicapped on the lines of the National Advisory Council for the Education of the Handicapped;

(*d*) The National Advisory Council for the Education of the Handicapped should be reconstituted to include an adequate number of representatives of State Governments; and

(*e*) The Ministry should appoint three Committees—one to examine the types of personnel required for manning different categories of institutions for the handicapped and the steps to be taken to arrange for their training; the second, to visit existing schools for mentally retarded children and to suggest measures for the development of facilities for them; and third, to consider development of training facilities for the adult deaf.

YOUTH WELFARE AND PHYSICAL EDUCATION

Labour and Social Service Camps

A sum of Rs. 3,51,052.69 has been paid as grants to the State Governments, Universities, N.C.C. Directorate of the Ministry of Defence and Voluntary Organisations like the Bharat Sevak Samaj, the Bharat Scouts & Guides for conducting 52 Labour & Social Service Camps.

Campus Work Projects

A sum of Rs. 10,78,279 has been sanctioned to Universities and State Governments. Out of this amount a sum of Rs. 3,50,000 has been sanctioned as the first instalments for the projects sanctioned during 1959-60, and the balance of Rs. 7,28,279 as the 2nd/3rd instalments of grants for the projects already sanctioned during 1957-58 and 1958-59.

Sports and Games

Rs. 80,000 was sanctioned in favour of the Secretary, Rajkumari Sports Coaching Scheme for meeting the expenditure on the Scheme.

Rs. 1,883.10 was sanctioned in favour of the President, National Rifle Association, India, to meet the salary of the paid Assistant Secretary of the Association.

Rs. 1,660 was paid to the All India Women's Hockey Association for meeting the deficit on their National Championships held in October, 1958.

Rs. 74,000 was sanctioned in favour of the President, Services Sports Control Board, New Delhi, for the organisation of XIX National Games in New Delhi from 25th February to 28th February, 1960.

Rs. 25,000 was paid to the All India Lawn Tennis Association to cover the deficit on the Asian Championships held at Calcutta in December, 1959.

Grants of Rs. 2,252 and Rs. 5,000 were paid to cover part of the deficit on the National Championship held at Ajmer and the deficit on the organisation of the Women's Hockey Championship in November, 1959, to the All India Women's Hockey Association.

Rs. 244 was paid to the Kerala Sports Council to meet the arrears of salary of the *Assistant Paid Secretary* of the State Sports Council.

Rs. 22,500 was paid to the Government of Mysore for the construction of a Stadium by the Y.M.C.A. Bangalore.

Rs. 5,000 was sanctioned in favour of the Indian Polo Association for the sinking of a tubewell in the Jaipur Polo Ground by the Delhi Polo Club.

Rs. 2,262 was sanctioned to the Gymnastic Federation of India to meet the cost of air passage to Moscow for two participants in the International Students' Gymnastic Contests.

Rs. 11,816.96 and Rs. 40,000 were paid to the Indian Hockey Federation for meeting the expenditure on the holding of a Coaching Camp in September, 1959—and for meeting the cost of air passages of the Indian Hockey Team to West Germany and certain West European countries.

The following grants were paid to State Governments for the acquisition of playing fields :

State Government	*Amount*
Orissa	24,000
Madhya pradesh	40,000
West Bengal	1,20,500
Bihar	80,500
Kerala	56,000
Bombay	1,28,500
Punjab	80,500
Uttar Pradesh	1,12,500
Madras	72,500
Rajasthan	32,000
Andhra Pradesh	56,500
Mysore	40,500
Assam	40,000
J. & K.	16,000

Rs. 1,88,792 has also been sanctioned to the Government of U.P. for the construction of the Lucknow Stadium.

All India Council of Sports

The next meeting of the All India Council of Sports and a Joint Meeting of the Presidents and Secretaries of the Sports Federations/Associations and State Sports Councils and the members of the All India Council of Sports will be held in New Delhi on 27th and 29th February, 1960 respectively.

On the sad demise of Maharaj Kumar Duleep Singh Ji, His Highness the Maharaja of Patiala has been appointed President of the All India Council of Sports.

A meeting of the Location Committee for the Central Institute of Coaching was held on 29th January, 1960.

Scheme of Strengthening Physical Education Training Institutions

Rs. 11,055 have been sanctioned to 12 Physical Education Training Institutions in Bombay, Mysore and Madras States for developmental expenditure of non-recurring nature, *viz.*, development of playgrounds, purchase of library books and equipment etc., in accordance with recommendations made by the concerned Visiting Committee on the Development and Improvement of the Institutions.

The report of the Visiting Committee for Physical Education Training Institutions of the Northern and Eastern Region has also been received and their recommendations for payments of grants to the institutions concerned for improvement and development of facilities have been approved by the Central Advisory Board of Physical Education and Recreation at its meeting held on 11-11-1959. The institutions have now been advised to forward their detailed proposals to this Ministry on the basis of the Committee's recommendations.

National Physical Efficiency Drive

On the recommendations of the Central Advisory Board of Physical Education and Recreation, the Government of India have approved a scheme for launching a National Physical Efficiency Drive on the basis of precise and carefully graded Physical Efficiency Tests. The aim is to popularize the cult of physical fitness throughout the country and to arouse enthusiasm of the people for higher standards of physical efficiency and achievement. The "Drive" will be launched formally on a country-wide basis during the 2nd Week of February, 1960.

400 testing centres will be set up under the scheme during 1959-60 in different

parts of the country and the allotment of these Centres on State-wise basis has also been made.

Rs. 1,20,000 at the rate of Rs. 300 per centre has also been given to the State Governments for setting up Centres and conducting the tests. An illustrated brochure giving details of the scheme as well as the tests has been brought out by the Ministry.

Tests have been drawn up separately for Men and Women for two age group, *viz.*, Juniors (below 18 years) and Seniors (18 years and above). Each of the four test categories has three standards laid down from moderately easy to fairly difficult, *viz.*, One star, two stars and three stars. Certificates of merit will be awarded to successful competitors according to their achievements.

Scholarships for Study of and Research in Indigenous Physical Activities

The Research Sub-Committee of the Central Advisory Board of Physical Education and Recreation recommended the award of two Scholarships one each in Yogic Physical Culture, and Lathi Lezim and Malkamb. Each scholarship carries a value of Rs. 200 p.m. and is tenable for 12 months. The Scholarships have been awarded.

Seminars on Physical Education

The Third All India Seminar was organised for experts and organisers in Indigenous Physical Activities at Bangalore from 6th to 11th October, 1959. The report of the seminar is awaited.

Miscellaneous Measures for Promotion of Physical Education

The following grants have been sanctioned.

1. K.S.M.Y.M. Samity, Lonavala	Rs. 22,424	Second and third instalments of the Government of India contribution for the recurring expenditure for 1959-60.
2. K.S.M.Y.M. Samiti, Lonavala	Rs. 1,780	To cover net expenditure on the short term certificate course on Yoga in 1959.
3. Vishwayatan Yoga Ashram, New Delhi	Rs. 20,000	To meet recurring expenditure of the Delhi Centre for 1958-59.
4. Lakshmibai College of Physical Education, Gwalior	Rs. 1,000	To meet the expenditure on the preparation of a Bibliography of Physical Education, Sports and Recreation Literature.

Lakshmibai College of Physical Education, Gwalior

Rs. 1,30,000 has been sanctioned to the Board of Governors of the above College to meet it's expenditure during 1959-60.

Inter-University Youth Festival

The 6th Inter-University Youth Festival was conducted by the University of Mysore from 7th to 16th December, 1959. Government of India have released the 2nd instalment of Rs. 1,26,000 making a total of Rs. 3.00 lakhs out of the approved expenditure of Rs. 3.48 lakhs for this event. It was for the first time that the responsibility of organising the Inter-University Youth Festival was entrusted to a University.

Inter-Collegiate Youth Festivals

Grants have been sanctioned to the following Universities to meet 50 per cent of the expenditure on Inter-Collegiate Festivals.

	Rs.
Osmania	1,231
Utkal	3,807
Rajasthan	5,000
Total	10,038

These grants are to enable the Universities to select contingents for the Inter-University Youth Festival.

Students Tours

Grants amounting to Rs. 14,351 have been sanctioned to 17 institutions in the country and nearly 300 students are expected to be benefited by them.

Youth Welfare Boards and Committees

The University of Jadavpur has been given a grant of Rs. 3,520 to meet 50 per cent of the administrative expenditure for setting up Youth Welfare Boards and Committees.

Bal Bhavan

A grant of Rs. 2,50,000 has been sanctioned for the construction of their building.

National Discipline Scheme

The National Discipline Scheme is implemented by the Ministry as a part of the Educational Development Programme under the Second Five Year Plan.

It has so far been extended to 622 schools/institutions in Delhi and in the States of Punjab, Madhya Pradesh, Uttar Pradesh, Bombay, Jammu & Kashmir and West Bengal with over 3,00,000 children under-training.

As a first step towards further expansion of the Scheme in Rajasthan, 150 Instructors have been recruited and are being trained at Alwar.

Expenditure in connection with the implementation of the Scheme up to January during the current financial year amounted to Rs. 9.89 lakhs against a budget provision of Rs. 16.00 lakhs.

PROPAGATION OF HINDI AND EVOLVING OF TECHNICAL TERMINOLOGY

Free Gifts of Hindi Books

Eleven books has been selected for purchase of 10,150 copies each for presentation to libraries.

Hindi Teachers' Training College

Rs. 15,020 has been paid to the Government of Andhra Pradesh for opening a Hindi Teachers' Training College in the State.

Payment of grants to Hindi Organisations

The following grants have been sanctioned during the period under report:

Name of the Organisations	Amount	Purpose
Andhra University, Waltair	2,150 (2nd Instalment)	For morpho-phonemic analysis of Telugu languages out of the total approved amount of Rs. 8,600.
Hindi Sahitya Sammelan, Allahabad ..	10,500 (2nd Instalment)	For preparation of English-Hindi Dictionary, the total grant being Rs. 42,000.
Secretary, Akhil Bhartiya Hindi Parishad, Agra.	42,777	For training of Hindi teachers from non-Hindi speaking areas.
Secretary, Government of Mysore Education Department, Bangalore.	8,925	For opening additional free Hindi classes during 1959-60.

Name of the Organisation	Amount	Purpose
Honorary, General Secretary, Nagari Pracharini Sabha, Varanasi.	5,000	For preparation of History of Languages and Literature. The total approved amount is Rs. 20,000.
General Secretary, all India Publisher's Association, Delhi.	1,500	For holding a seminar on publishing and book trade in Delhi.
President, Hindi Bhawan, New Delhi	2,948	For their Hindi Library.

Preparation of Hindi Encyclopaedia

Rs. 25,000 has been given to the Nagari Pracharini Sabha, Varanasi, for the preparation of Hindi Encyclopaedia during the quarter under report. This is the 8th instalment of Rs. 7.0 lakhs sanctioned for the purpose.

Preparation of Manuals on the Basis of Terminology Evolved

Manuals on Medicine, Education (General) Education (Psychology), Commerce and Zoology have been completed and are now under examination.

Lecture Tours by Prominent Hindi Scholars and Writers

Four lecture tours to the State of West Bengal, Madras, Bombay, and Madhya Pradesh were organised during the period.

Holding of Seminars of Hindi Teachers

A seminar of Hindi teachers was held at Udaipur.

Revival of Sanskrit

Rs. 1.0 lakh was sanctioned during the quarter under review to the Sanskrit Dictionary Department, Deccan College Post-Graduate Research Institute, Poona, for preparation of Sanskrit Dictionary of Historical Principles.

Hindi Shorthand

A meeting with the representatives of the Hindi Speaking States was held at New Delhi on 16th November, 1959 in connection with the adoption of a system of shorthand for training English stenographers in Government employment into Hindi shorthand. The recommendations are under consideration.

Translation of Standard Books of University Level into Hindi

List of books in Zoology and Medicine have been finalised during the quarter under review.

Board of Scientific Terminology

A list of words common to Hindi and other Regional languages, *i.e.,* Hindi Assamese, has been printed.

A total number of 1,99,416 terms have been evolved and 1,19,102 terms have been approved by the Expert Committees upto 31-1-60.

Hindi Typewriter and Teleprinter Key-Boards Committee

The Hindi Typewriter and Teleprinter Committee set up by the Government of India to evolve key-boards for Hindi Typewriter and Teleprinter had submitted its report suggesting key-boards for both the typewriter and the teleprinter. In view of the latest decision of the Government in regard to Reform in Devanagari Script the Committee has been requested to make necessary change in key-boards.

SCHOLARSHIPS

FOR STUDIES ABROAD

Government of India Schemes

Foreign Languages Scholarships Scheme, 1959-60

Selections for 15 scholarships are being finalised. No suitable candidates were

forthcoming for Italian and Turkish languages.

Partial Financial Assistance (Loan) Scheme

Applications from 12 students were received. Loans amounting to Rs. 24,669.53 have been sanctioned. Rs. 14,910 has been recovered from students who were given loans in the past.

Scheduled Castes, Scheduled Tribes and other Backward Classes Overseas Scholarships Scheme, 1958-59

Of the total of 12 candidates selected, awards in respect of 11 have been announced. Of these four have left for the U.S.A. The award to one candidate has yet to be finalised.

Scheduled Castes, Scheduled Tribes and other Backward Classes Scheme—Passage Grants, 1959-60

Of the total of four other Backward Classes candidates who have been selected, two have gone abroad.

Union Territories Overseas Scholarship, 1960-61

Applications for the scholarship have been invited by 14-3-1960.

Programme for Exchange of Scholarship between India and Rumania, 1960-61

Applications for two scholarships have been invited by 29-2-60.

Awards made by Foreign Government/International Organisations/Institutions

Belgian Government Scholarships, 1960-61

The offer of two scholarships is under consideration.

British Council Scholarships

All the 14 candidates selected for 1959-60 have left for the U.K. Applications for ten scholarships have been invited for 1960-61.

Canadian Council Fellowships, 1960-61

The selections are in progress.

Danish Government Scholarships, 1960-61

The offer of two scholarships is under consideration.

French Government Scholarships, 1959-60

The remaining one scholar has left for France.

Hague Academy of International Law Scholarships, 1960-61

The offer of one to two scholarships has been published. Applications are to reach the Academy direct by 1-4-1960.

Indian Women's Education Association, London, Scholarship, 1960-61

The offer of one scholarship for an Indian woman graduate has been published. Applications are to reach the Association direct by 1-3-1960.

Imperial Relations Trust (London University, Institute of Education) Fellowships

The remaining one fellow for 1959-60 has left for the U.K. The offer of two fellowships for 1960-61 is under consideration.

Italian Government Scholarship, 1959-60

The selected candidate has left for Italy.

Norwegian Government Scholarships

The candidate selected for 1959-60 has left for Norway. An offer of one scholarship for 1960-61 is under consideration.

Ridgefield Foundation (USA) Scholarship, 1959-60

The selected candidate has left for the U.S.A.

U.N. Social Welfare Fellowships/Scholarships Programme, 1960-61.

The offer of five Fellowships is under consideration.

UNESCO-Czech Government Fellowships, 1960-61

The offer of 24 Fellowships is under consideration.

UNESCO-Thai Government Fellowships, 1960-61

The selections for two Fellowships have been finalised.

FOR STUDIES IN INDIA

(i) For Foreign Nationals

Government of India Schemes

French Fellowships Scheme, 1959-61

One fellowship out of the total of three, has been utilised by extending the period of fellowship of a French Fellow who is already studying in India under the 1957-59 Scheme. Nominations for the remaining two Fellowships are awaited from the French Government.

General Scholarships Scheme

Five more scholars for 1959-60 joined their institutions of study bringing the total to 111.

Of the total of 140 scholarships to be awarded for 1960-61, selections for 106 scholarships have been made.

Programme for Exchange of Scholars between India and Rumania, 1960-61

Nominations for two scholarships have been invited from the Rumanian Government through the Indian Embassy in Rumania.

Reciprocal Scholarships Scheme, 1958-59

Two more scholarships have been awarded to Rumanian Students; they are studying in India.

Scholarships to Bhutanese Students, 1959-60

One more student has been awarded a scholarship for 'School study'; he has joined his institution bringing the total to ten.

Scholarships to Sikkimese Students, 1959-60

One more scholar has been awarded a scholarship for Degree/Diploma course; he has joined his institution of study bringing the total to six.

Scholarship/Fellowships to Students from South, South-East Asian and other Countries under The Colombo Plan, 1959-60

Five more students from Nepal have joined their institutions of study.

(ii) For Indian Nationals.

Merit Scholarships in Public Schools, 1959-60

The names of the 60 candidates selected have been announced.

Research Scholarships in Humanities, 1959-60

The selections for 100 scholarships are in progress.

Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarship Scheme for post-Matriculation Studies

The funds available for 1959-60 have been placed at the disposal of the State Governments/Union Administrations for the award of these scholarships.

Post-Matric Merit Scholarships Scheme, 1959-60

Selections for 197 scholarships, out of the total of 200, have been finalised. All the selected candidates are prosecuting their studies in their respective institutions.

Scholarships for Higher Studies in Hindi to Students from the non-Hindi Speaking States, 1959-60

Selections for 67 scholarships out of the total of 110, have been finalised. All the selected candidates are prosecuting studies in their respective institutions of study.

UNESCO ACTIVITIES

Second Meeting of the National Advisory Committee

The Second Meeting of the National Advisory Committee for the Unesco Major

Project on Mutual Appreciation of Eastern and Western Cultural Values, was held on 24th August, 1959 at New Delhi. The Committee made several recommendations relating to India's participation in the Major Project, the more important among which are the following:—

(i) The National Commission should conduct a survey of the present activities relating to the Major Project now being carried on at the National level by various Universities, Institutions, and Organisations, working in the fields of Education, Science and Culture.

(ii) Cooperation of Universities and other Learning Institutions including the India International Centre should be enlisted for carrying out programmes in the sphere of the Major Project.

(iii) A suitably illustrated pamphlet describing the main features of the National Culture and the present day life in the country should be prepared for school libraries in Eastern and Western countries.

(iv) Inexpensive visual materials on the various aspects of Indian Culture should be assembled for use in Western Schools.

(v) A National meeting of teachers and experts should be convened to discuss educational methods most likely to develop understanding of cultures in different regions.

(vi) The National Commission should organise an 'East-West Week' designed to popularise and further the objectives of the Project among the general public.

(vii) An exhibition, consisting of photographs and models on various Indian topics from material available in Indian Museums should be assembled for circulation in India and Abroad.

(viii) One or two monographs on specific aspects of the India Art and Archaeology, should be prepared for the Western Public.

Executive Board of the Indian National Commission for Cooperation with UNESCO

The ninth meeting of the Executive Board of the Indian National Commission for Cooperation with Unesco was held at New Delhi on 20th October, 1959. Among other things, the Board considered Unesco's preliminary proposals for their programme and Budget for 1961-62 and recommended that the Chairman should appoint a small Committee to review the constitution of the Commission. The Chairman has since appointed a Committee for that purpose.

Visit of the Director-General and other Officials of UNESCO

During the period under review, Dr. Vittorino Veronese, the Director-General of UNESCO visited Delhi. A number of senior officials of Unesco also visited the Capital. They included Dr. M. S. Adiseshiah, Assistant Director-General, who accompanied the Director-General; Prof. T. H. Marshall, Director, Social Sciences Department; Dr. M. R. Salat, Director, Cultural Activities Department; and Mr. Tor Gjesdal, Chief, Mass Communication Department of Unesco.

Regional Conference of Representatives of National Commissions for UNESCO in Asia.

The Unesco National Commission of the Philippines, with assistance from Unesco, organised the Regional Conference at Manila from 18th to 23rd January, 1960. Its purpose was to enable the Representatives of the National Commissions in East and South Asia to exchange views on how they were cooperating with Unesco in implementing the programmes of the Organization in their respective countries. Dr. V. S. Jha, Vice-Chancellor, Banaras Hindu University and Dr. S. M. S. Chari, Assistant Educational Adviser to the Government of India were deputed by the Indian National Commission to attend this Conference.

UNESCO Regional Seminar on Publications for Schools to be held in Wellington (New Zealand) in February, 1960

India has decided to participate in the above seminar being held in Wellington from 1st to 26th February, 1960. Prof. C. S. Bhandari, Director, Central Padogogical Institute, Allahabad (U.P.) has been nominated by the Indian National Commission for Unesco, in consultation with the U.P. Government, to attend the Seminar.

Sixth Session of the Advisory Committee of the UNESCO Research Centre, Calcutta

The Sixth meeting of the Advisory Committee of the Unesco Research Centre on the Social Implications of industrialization in Southern Asia, Calcutta, was held at Calcutta, on 12-13th November, 1959. Among other things, the Committee considered the question of the future of the Centre and recommended that the Centre should be continued after 1960.

UNESCO Regional Refresher Course for Sociologists in Southern Asia

Unesco organised the Regional Refresher Course for Sociologists in Southern Asia at the Institute of Social Sciences, Agra University, Agra, from 21st December, 1959 to 9th January, 1960.

Participants from Burma, Ceylon, India, Indonesia, Malaya, Pakistan, Singapore, Britaish Borneo Group, Thailand and Viet-Nam were invited by Unesco to attend this Course. At Unesco's request, the Government of India acted as host. Prof. T. B. Bottomore, reader in Sociology at the London School of Economics and Physical Science and the Executive Secretary of the International Sociological Association, London, was the Scientific Director of the Course. He was assisted by Prof. Shils of Chicago University and Prof. M. N. Srinivas of Delhi University.

The following candidates were sponsored by the Government of India to attend this Course:

1. Dr. N. Prasad, Reader in Sociology, Patna University, Patna.
2. Dr. I. P. Desai, Professor of Sociology, M. S. University of Baroda, Baroda.
3. Dr. D. N. Majumdar, Lucknow University, Lucknow.
4. Dr. S. C. Dube, Saugar University, Saugar.

Translation—Adaptation of UNESCO Publications into Hindi and other Indian Languages

With the financial assistance from Unesco, the Commission have got that Organisation's book entitled 'UNESCO SOURCE BOOK FOR SCIENCE TEACHING' translated into Hindi by Dr. Gorakh Prasad of Varanasi. The Commission have also concluded contracts with Unesco with regard to the translation, etc. of the following publications:—

1. The Teaching of Reading and Writing (in Tamil).
2. The Provision of Popular Reading Materials (Hindi).
3. Education in Racial and Intergroup Relations (Hindi).

UNESCO Prizes on Books for new reading public

In accordance with the contract concluded between Unesco and the Indian National Commission, the Organisation had undertaken to pay for ten Unesco prizes to authors of the best books intended for the new reading public published in 1957-58 and written in Tamil, Hindi, Bengali and Urdu. The Committee set up for this purpose, approved six books, four in Hindi and two in Bengali for the award of prizes.

UNESCO system of Associated Youth Enterprises

Unesco, under its approved Programme and Budget for 1959-60, invited Member States to recommend suitable projects for inclusion in the above System. Under this Scheme, the Organization provides assistance in the form of documentations etc. and also special assistance—financial as

well as in the form of expert missions—to the selected projects. From India a project entitled 'Special Extension Work among Younger age Groups (12—20 years)' suggested by the Uttar Pradesh Government has been recommended to Unesco for inclusion in the above System.

World Confederation of Teaching Profession—Regional Centre in India for Asia

The Organization has been permitted to set up their Regional Office at New Delhi according to their request.

Training Courses/Symposia Organised by UNESCO Science Cooperation Office, New Delhi

The Unesco South Asia Science Cooperation Office, New Delhi, organised the following courses which were attended by personnel from India as well as other countries.

(i) Training Course in the Use of Radio Isotopes in Agricultural Research at the Indian Agricultural Research Institute, Delhi (20th January to 17th February, 1960).

(ii) Training Course for Laboratory Technicians organised jointly by the University Institute of Chemistry, Lahore and Unesco (December, 1959, Lahore, Pakistan).

(iii) Symposium of "ALGOLOGY" held at New Delhi (7th to 12th December, 1959).

UNESCO Fellowships

Under Unesco's Technical Assistance Programme (1958) Mrs. Agnes Cooper-Dennis, Staff Member, University of Liberia arrived in India in January, 1960, for study and training at the various Universities and Institutions in this country, for a period of about two months.

Under Unesco's Participation Programme for 1959-1960, Mr. Abuseid Musa, Visual Aids Officer, Ministry of Education, Khartoum (Sudan) and Mr. Mukhtar Ahmed Yousif, Senior Adult Education Officer (Sudan) arrived in India in early January for study/work for a period of two months in the field of Adult Education.

UNESCO Questionnaires

In response to Unesco's request, information to the Unesco Questionnaires concerning statistical data on radio and television broadcasting and enquiry on discrimination in the field of education has been sent to Unesco.

EDUCATIONAL INFORMATION AND PUBLICATIONS

Information

During the quarter ending 30th January, 1960, 2,789 receipts including 2,088 enquiries on facilities available in fields of Education in India and abroad were dealt with. 359 persons visited the section for various informative notes and reference to the Catalogues/Calendars of the Universities/Institutions in India and Abroad.

Information on 35 items on different subjects of educational interest was collected/revised/complied during the period under review.

Publications

The following publications have been brought out during the period under report.

1. Decentralisation of the Scheme of Scholarships for Scheduled Castes/Tribes and Other Backward Classes.
2. Report of the Seminar on Orientation of Elementary Schools towards the Basic Pattern.
3. Planning Schools for India.
4. Education Quarterly, December, 1959 issue.
5. A Draft revised Syllabus for Secondary Teachers Training.
6. Proceedings of the 26th meeting of the CABE.
7. Report of the Committee on Religious and Moral Instruction.
8. Address of Dr. K. L. Shrimali—Education Minister, on the occasion of the National award for Teachers Function, 1960.

9. Youth December, 1959—issue.
10. Report of the Hindi Typewriter and Teleprinter Committee, Part II.
11. Presidential Address of Dr. Shrimali on the occasion of the 27th meeting of the CABE.
12. New Pattern of Secondary Education —A Symposium.
13. Report of the Rural Education Committee.

1,651 copies of publications were sold at the Casual Sales Depot of the Ministry during the period under review.

Educational Statistics

Scrutiny and Reconciliation of Statistics

Statistics for the year 1957-58 of 11 States were received on Form 'A' and of 8 Universities on Form 'B'. These were scrutinised. Besides, the statistics of Centrally Administered Institutions were also checked.

Seminar and In-Service Training Courses in Educational Statistics

In order to standardise the procedure and schedule of collection etc. of educational statistics relating to University Education, a three-day Seminar was organised in November, 1959 in which 20 Supervisory Officers from 19 Universities participated. The recommendations of the Seminar are under consideration.

With a view to improving the reliability and the timely supply of educational data received from the Universities, and to increase the professional competence of the staff working in the Universities and affiliated/constituent colleges, short In-Service training courses in Educational Statistics were conducted at Srinagar and Hyderabad at the request of the Universities of Jammu and Kashmir and Osmania respectively. About 30 Officials attended the course at Srinagar and 40 at Hyderabad.

Statistical Enquiries

69 Statistical enquiries were attended to during the period under review.

The Central Working Group on Education for the Third Five-Year Plan

Draft annual educational development programmes of States and Union Territories for the year 1960-61 were discussed in November, 1959 to January 1960.

2. According to the existing procedure, three-fourths of the estimated Central assistance has been released by the Ministry of Finance to the State Governments in the form of lumpsum Ways and Means Advances in nine equal monthly instalments. The final payment sanction against which the aforesaid advances are to be adjusted will be released by the end of February or early March, 1960 on the basis of actuals for the first nine months and the anticipated expenditure for the remaining three months of the year 1959-60 to be furnished by the State Governments.

3. The Central Working Group on Education, constituted for the preparation of the Third Five Year Plan, considered the reports of its various Committees. The report of the Group is being finalised.

NATIONAL ARCHIVES OF INDIA

Acquisition

32 authenticated copies of Bills of States assented to by the President, 16 volumes of records, 1,143 files and 49 reels of microfilm and collection of 7 personal letters of Dr. N. B. Khare (sent as a gift by Dr. Khare) were received. 65 documents (1772—1897) of Indian interest were purchased from Dr. Edward Hall of Gravesend, England. 166 manuscripts and documents and 87 books were assessioned and 725 periodicals etc. registered.

Repair and Rehabilitation

Special mention may be made of the repair and binding of a Hindi manuscript of "Ramayana" for Sanskrit University, Varanasi, repair of 31 sheets of original letters of Gandhiji's correspondence with Shri Magan Lal Gandhi and the lamination and binding of four volumes of the "*Indian Opinion*" for Shri Pyare Lal.

Technical Services and Advisory Work

Photo-duplication service was rendered, among other, to the Union Public Service Commission, the Chairman of the Punjab State Committee of the History of Freedom Movement in India, the Gandhi Smarak Nidhi, the International Academy of Indian Culture, the Khuda Baksh Library, Patna, the International Red Cross Society and Dr. Kruagar of West Germany.

Photo-Duplication

The microfilming of records of the series "Home Revenue Proceedings" was continued and 30,991 exposures were made. The microfilming of rare and precious manuscripts from the Raza Library, Rampur was also continued. Besides, 1,414. enlarged prints, 3,846 photostat copies and 581 positive prints were prepared and 108 reels of microfilm checked.

Publications

Further progress was made in printing volumes IV, VI and IX of the Fort William India House Correspondence, volume XI of *The Indian Archives,* Part I of the volume on "Selections from Educational Records", and the volume on Browne Correspondence. Progress was maintained in editing the text of volume XIV of the Fort William India House Correspondence. Preparation of an index to the Foreign and Political Department's records (1781—83) and collection of material for Part II of the volume on "Selections from Educational Records" were continued. The Annual Report of the National Archives of India for the year 1957 was published and that of 1958 was sent to press. Revision of the typescript of volume XI (1794-95) and calendaring of volume XII (1796-97) of the Calendar of Persian Correspondence were also continued. 35 seals found on persian documents of the Department were catalogued. Illustrations for inclusion in the brochure on Indian seals were prepared and sent to press.

Indian Historical Records Commission

Part I of volume XXXIV of the Indian Historical Records Commission proceedings was published and distribution of its copies started.

Exhibits of the National Archives of India were displayed at the 22nd session of the Indian History Congress held at Gauhati from the 27th to 29th December, 1959.

Training in Archives Science

Practical training in Record Administration was imparted to the Diploma Course Trainees.

Research Fellowship Scheme

One more selected candidate joined the National Archives of India Fellowship scheme and started his work.

Exhibition

90 visitors were shown round the Department.

Readers may please note that the issues of THE EDUCATION QUARTERLY will now be dated according to the seasons of the year instead of the months.

Welcome Speech to the Tenth World Education Conference

Delivered on the occasion of the Valedictory Address by Dr. Rajendra Prasad, President of India, to the Tenth World Education Conference held at New Delhi on 6th January, 1960

RASHTRAPATIJI AND FRIENDS,

It is my high privilege to extend on behalf of all the delegates and participants of this Conference a respectful welcome to you, Sir, as the President of India. Your participation in this Valedictory function is an honour that we deeply appreciate—it means to us your symbolic partnership in this modest but noble Fellowship of men and women of many different countries.

And yet I ask myself : Is that really so ? Is it merely a 'symbolic partnership' signified by the grace of your presence here this afternoon ? That may have been true if we were welcoming only the President of the State but we are also welcoming in our Chief Guest that distinguished humanist and man of goodness and culture who is affectionately known to hundreds of millions in India and abroad as Rajen Babu. Is it not perhaps true, in a deeper sense, that you have been a member of this Fellowship, of the basic idea of this Fellowship, even before it came formally into being ? The two ingredients of this organisation are Fellowship and New Education and to which of them have you been a stranger ? May I venture to claim that you have always believed in the concept of *Fellowship*—the equal kinship of all men and women in the pursuit of certain common goals and ideals. For thirty hectic but glorious years Mahatma Gandhi laboured to build up one of the greatest Fellowships of this or any other century—a fellowship of high purpose and selfless striving, which acknowledged no distinction of race or creed or colour or bias of any kind, except a bias in favour of the weak and the poor, the oppressed and the underprivileged, the women and the children whose service was his highest ambition. You were, almost from the outset, a prominent member and worker of this Fellowship. It worked devotedly in the cause not only of national freedom but also of the freedom of man and groups from cruel fetters of their own making—fetters which turn the gracious promise of life into a sordid tragedy. The fruits of this struggle, for many years, were blood and sweat and toil and tears and long respites in goal. But I have always held—and I hope you, with your close and intimate relationship to this drama, will agree with me—that behind the dust and din of this political battle, burnt the candles of many cherished ideals which external storms and stresses could not put out. And, while the common man often saw the external trappings of the struggle, the inspiration behind it was faith in the eventual triumph—or at least the possibility of the eventual triumph—of right, of the emergence of the good individual and the good social order. I respectfully present this Fellowship to you, Sir, as broadly interested in the same kind of ideals and values about man's life and destiny as inspired Gandhiji in his work and of which, two years ago, some of us heard you give a brilliant expose before the East-West Symposium held at Delhi under the auspices of Unesco. What about the second ingredient, Education ? Those of us who have the privilege of knowing you or have read your writings and speeches know that, like some of your very distinguished comrades in this Gandhian Fellowship like the Prime Minister, you are at heart not a politician but an educationist, interested in the world of the mind and in changing persons from within. "Verily", says the Quran, "God does not alter the condition of a people unless they change what is in their hearts", *i.e.*, change their inner selves. Politics and Economics control the external environment of our life; education primarily seeks to change the

K. G. SAIYIDAIN, *M.A., Dip. in Edn.* (*Leeds*), President, International New Education Fellowship and Educational Adviser to the Government of India, New Delhi

inner man. You will be interested to learn that, in this Conference and the Seminar that preceded it, we adopted certain new but tested techniques of free, personal discussion whose object primarily was not to add to the technical knowledge of the participants but to kindle interest, to promote cooperative thinking and, to some extent, change their inner attitudes and approaches. I am told by many of the participants that, in this effort, we have had a reasonable measure of success. Thus in the field of education, too, I may venture to claim for this Fellowship a certain affinity of objectives as well as approach with you.

We call this organisation the *New* Education Fellowship and there have been some comments and criticisms about the use of this adjective and the proposal that it may be dropped. This is obviously a matter for the Fellowship to decide in a democratic way. But, if I may say so, while I respect the criticism, I do not quite agree with it. So long as life goes on changing and progressing—and when has it changed more radically and massively?—education must retain a *dynamic* character. This is not to deny that life has its basic truths and that these eternal varieties profoundly matter. But, throughout history, life has spun its warp and woof out of the old as well as the new—with its roots in the soil and its shoots and branches hungering for the sun and the sky, stretching themselves vigorously in all directions. I am confident that, in the years ahead, life will go on flinging its challenges, more quickly and bewilderingly than ever, before educationists and some of them will wear new faces. We cannot shy away from these challenges nor can we meet all of them moving on the crutches of old methods and old customs. Even as you see in the India of your dreams an amalgam of what is good in the past and what may be good and life-giving in the present and the future, so must we move hopefully towards, what I may call, growing points in education. Our high purpose is to win over man's rich inner resources to cooperate creatively with all promising social trends and forces in building up the world of our dreams. We may or may not call this Education *'New'* but the element of 'newness' is built into the very concept of Education.

There are two activities to which Education can be most appropriately compared—gardening and spreading the light. You, Sir, who have one of the finest gardens in India, must witness every day the joy and thrill that comes to a gardner when he helps young plants to grow straight and flowers to put on their glorious plumage. So does the good teacher as he initiates his young children into new segments of truth, goodness and beauty, as he sees their tottering steps graduate into the graceful movements of a dance or their lisping tongues put on the flaming oratory of an Abul Kalam Azad. This is a heart warming task. It is also a heart breaking task sometimes. As my distinguished friend and our great educationist, Dr. Zakir Husain, once remarked, education is often like ploughing the sands where one works devotedly for decades and sees no results. We are not afraid even of ploughing the sands because we have seen that, by the intelligent application of science and technology, even deserts have blossomed into gardens. We are rash enough or naive enough or optimistic enough to believe that we *can* pit the power of right ideas and emotions against the devil's impressive allies and the magic of love and understanding against the menace of the Atom Bomb. We have no doubt that the inspiration of the right ideals and the application of the right social and psychological techniques can also transform the mental and emotional deserts that play havoc with the life of children and adults. But there is one request, one respectful demand that we as educationists must make of the politicians and statesmen of the world—especially those who belong to the tribe of Peace like yourself. Give us a chance to show what is possible—give us Peace! Political stupidity, economic greed, ideological fanaticism, trigger-happy fingers, foolish fatalism, megalomania—any one of this unlovely brood can start a war and reduce all our quiet and creative work, all our psychological and educational depth charges to futility. If peace and inter-

national understanding do not triumph, not only our humble efforts at gardening but the whole future of mankind is doomed.

In another sense, education is like the kindling of light in the hearts and minds of men and women in order to dispel the darkness of fears and suspicions and prejudices in which most of them live. In his New Year greeting card, Pandit Nehru has quoted this arresting sentence from Buddha's medallion: "A lamp has the unique quality of being able to light another lamp without losing any of its own brilliance". Thus can the sensitive teacher, who is aglow with the light of truth and goodness, share it with thousands of children without dimming it in the least. In fact, the flame would burn all the more brightly through the magic of sharing. This is his real job, provided he has the light within. I am reminded of a beautiful phrase which occurs in the Gospel according to Thomas which was recently discovered after long centuries in an unknown Egyptian village. Jesus said: "Within a man of light there is light and he lights the whole world". We teachers are but poor vessels and our lights are feeble and flickering. We cannot obviously light the world but, even if we light a few candles within our respective spheres, can we not start a mighty chain reaction? There is one significant difference, however, in the burning of the candle and the fire in which the teacher burns. This is brought out beautifully in a couplet by one of our great lyrical poets, Jigar Moradabadi, which I would like to share with you:

خود اپني آگ ميں جلتي هے شمع جلنے دو
پراي آگ ميں جلتا هے كار مردانه

"The candle burns in its own fire—
let it burn,

The triumph and glory of man is to
burn in the fire of others".

In the life of the teacher, whether in the lonely village or at some famous cosmopolitan University, the accent is on service to *others*, on abolishing the rigid frontiers which divide his personal ego from them and to produce men and women who will not be encased in their hard and separate egos like billiard balls but be a part of the sensitive stream of life.

May I, in conclusion, apologise to you for having been a rather unsatisfactory President? Personal indisposition and a bout of illness in the family have prevented me from giving as much time and attention to the Conference as I should have done. I would also like to thank *all* those, from office boys to organising Secretaries—and their number is legion—and the Indian Section of the New Education Fellowship whose cooperation has made this Conference possible and successful. To all our delegates, particularly from outside, I offer my affectionate greetings as well as sincere apologies for any shortcomings in the arrangements that we have been able to make for their comfort. This is a Fellowship and will you in that spirit accept the words of the Persian proverb, "whatever comes from a friend is good"? I hope the impact of this Conference will be felt both in India and other countries for many years to come and the Fellowship itself will feel that, as a result of its deliberations here, it steps into a new and vigorous lease of life.

Introducing Compulsory Primary Education

NOTWITHSTANDING the substantial progress of education since Independence, as is evident from the annual educational reports, there can be no illusion regarding the formidable task still ahead in reaching the imperative goal of universal, free and compulsory education for all up to the age of 14 years. Illiteracy and ignorance of the masses, their economic condition and the manner of distribution of the population in the rural areas make the problem much more formidable. Moreover the progress so far made is mostly in towns and cities and in comparatively bigger and well-placed rural habitations and hence what remains to be achieved, is in reality much more difficult in view of the special problems that are likely to arise in each of these far-flung, tiny, backward villages and their hamlets. In areas where schools have already been started, it is the more obstinate and problem cases that remain to be tackled in regard to enrolment and regular attendance in the school and would put the teacher's and the local administrator's ingenuity and capacity to the utmost test.

No doubt compulsory free primary education needs to be introduced everywhere as early as possible. But if it is introduced haphazardly without completing the necessary preliminaries and without taking the necessary precautions, compulsion may not only remain ineffective but stand in danger of defeating its purpose. Compulsion implies legal enforcement of penalty on the defaulting parents. Apart from the involved and dilatory procedural routine to be gone through and the ill feeling, bitterness and the fraudulent practices it is likely to breed, it is not so easy to enforce the penalty in the face of abject poverty and ignorance of the defaulting parent; and even if it could be enforced, there is little guarantee of the child's regular attendance thereafter.

It is therefore imperative that critical surveys are carried out in selected areas in order to have a proper insight into the variety of intermingled, complicated aspects—both administrative and educational—and experiments based on the findings are tried out in specially selected areas under proper supervision and guidance of sincere officers so as to arrive at the most economical and effective approach and remedial measures for the likely pitfalls and handicaps. Care has to be taken to ensure that not only all the children of the school-going age, excepting of course those that have to be exempted, are enrolled but that they regularly attend the school and successfully complete the course within the specified period. Tactical approach, persuasive follow-up work, sympathetic and systematic supervision and guidance, combined with encouragement and goading and making the school a community centre would all be necessary. This will depend on the interest and sincerity of the teacher and the local inspecting officer and the extent to which they are able to arouse enthusiasm and interest among the local people and to secure their active whole-hearted co-operation. Merely opening a school, appointing a teacher, carrying out the compulsory education census and issuing notices for enrolment may at best secure some enrolment or facilitate presenting annually a statistical return but that would not guarantee the achievement of our cherished goal.

The school timing and even some details of the syllabus may have to be slightly elastic so that they could be adjusted to suit the local conditions. What is significant is that the illiterate parents are able to see in some concrete form the improvement in the child and particularly its healthy impact on the family in some practical form. The compulsory education of the child in rural areas has of necessity to be less bookish and more directly related

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to their practical life and surroundings. It is immaterial by what name it is designated. It must be rid of educational fads, if any, and oppression of the rigid, dry syllabus. This is not quite so easy in practice, as said. The conditions materially differ in different areas.

Special Guidance to Teachers

The whole thing is to be carried out by the type of teachers we can normally expect to secure. Besides there would be always local problems. The teacher therefore would need more concrete guidance in this regard rather than the drilling that he is likely to get in the hackneyed bookish methodology, so inadvertently stressed in the training colleges for primary teachers. What the teacher needs more is clear insight into his live problems and such preparation as would enthuse him in his work, give him strength and courage to face the difficulties and enable him to view his problems and environment in the proper perspective and to evolve his own effective solutions of his problems. The training colleges may have therefore to re-orient their work. They may in this regard adopt with advantage a few villages in the neighbourhood in turn every year so as to face the conditions obtaining in the villages in their day to day work so that the training can be more practical and useful.

Literature for the guidance of the teachers shall have to be prepared periodically and distributed free among the teachers. The teachers in their turn shall have to be encouraged to report their genuine educational and administrative difficulties and problems to a central clearing house in each State so that thought can be given to them and in due course solutions suggested. Instructive small pamphlets and folders on topics of their interest seem also very necessary. The training that they could receive at the training colleges can but only initiate them to the art and science of education; it needs to be properly supplemented and followed up in right time when the teacher faces the life-situation. Refresher courses at short intervals would be ideal but they may not be feasible for so many in quick succession due to practical difficulties. Diffusing fully illustrated literature on the other hand would be not only economical but effective.

In view of the urgency of recruiting thousands of teachers both for the new and the existing schools, it is doubtful whether facilities commensurate with the demands could be provided for training them all either before posting or within a year or so after employment. It would at the same time be detrimental to a certain extent to the cause of compulsory primary education if the education of the young be entrusted to the care of the untrained novices. It may therefore be worth considering whether they cannot be given an 'initiation' course of two or three weeks' duration and then their regular training completed in say, three successive vacations instead of doing it at a stretch in one year. The study of academic subjects, if any, such as languages, arithmetic, general science, etc. may be left to the teachers to complete themselves and only general guidance may be given in the training colleges. This may incidentally solve the problem of appointment of substitutes and the salary of teachers during their period of training. Allowances to training college staff and to pupil teachers will not be so heavy.

Merely placing the law of Compulsory Primary education on the statute book and making it applicable to a given age-group in a given area is comparatively far easier than its effective and economical implementation in the right spirit. It would be always better if compulsion could be introduced in an area when, as a result of previous preparation or propaganda, there comes out a local demand for it. In view of the limited resources in regard to qualified teachers, material and money, it is imperative that schemes of universal compulsory primary education are worked out in a thouroughly rational and realistic manner, within the framework of the local conditions and facilities and in the light of the experience gained.

Educational Survey of India

The value of dependable up-to-date statistics and periodical surveys or stock taking can hardly be over-emphasised in this regard. Compulsion presupposes the existence of the educational facility within easy reach of the child. Educational statistics in the past gave little information about habitations having schools in them or in the neighbourhood and the population of such habitation. The educational survey conducted by the Ministry of Education in collaboration with the State Governments has after making all reasonable enquiries with the various officers concerned with villages and with the teachers and with the help of such other data as could be collected, grouped the rural habitations in 'School Areas' of the existing and the proposed schools and has made available various registers, maps and tables for the use of the local educational administrators. The survey has indentified and enumerated every distinct and every elementary, middle and high school, mapped out the location of schools, delimited the area served by each existing school, has decided on the location of new schools by suitable classification and grouping of habitations and has prepared the tahsil and districtwise statistical tables showing the results of the survey.

The Survey shows that on 31st March 1957, out of the 8,40,033 rural habitations (villages and their hamlets) in India (except West Bengal that did not participate in the Survey) only 2,29,023 had in them one or more primary schools. Though the remaining 6,11,010 had none in them, after careful study of their location, population, mutual distances and topography it was found that 3,70,962 of them could be treated as served by the existing schools within one mile in the adjoining urban or rural area and that if schools were started in the selected 1,03,288 of the remaining inhabitations they would serve another 1,09,404 habitations, leaving out only 27,356 tiny, isolated habitations. At this stage, notwithstanding the directive principle of the Constitution regarding the States' educational policy, a population of about 19,65,000, according to the 1951 Census, which might rise to about 22,00,000 in the course of the present decade, will have to remain without any educational facility at the primary school stage, within a distance of about one mile.

This is just to indicate how the Educational Survey would help in economic planning of schools, without detriment to efficiency. *Ad hoc* estimates of the number of schools or teachers required would be rather misleading. The revenue village in the first place cannot be the unit for the population centre. The hamlets—and there is not a small number of these—need also be taken into account. In the area surveyed, 5,25,363 villages had 3,14,670 hamlets making the number of rural habitations 8,40,033. Thus on an average for every 100 villages there exist about 160 habitations. As people stay in them they have got to be taken into consideration and not merely the villages. At the same time it would be too ambitious and unpractical to think of opening a school in each of the 6,11,010 habitations that had no school in them in March 1957. Even a single teacher school in each one of these would mean a non-recurring expenditure of about Rs. 92 crores and an annual recurring expenditure of at least about Rs. 61 crores. Grouping the habitations suitably and opening schools in the selected 1,03,288 habitations at a cost of about Rs. 15 crores non-recurring and at an annual recurring cost of Rs. 10 crore would do the work as well, as far as the question of location of school is concerned.

Similarly *ad hoc* estimates of the manpower requirement, if calculated for the total estimated population would give the figure quite off the mark. The population of the tiny isolated habitations that cannot possibly expect a school in near future would, if not taken into account and it could not be, reduce the figure for manpower requirement by about 7,000 teachers, which at the rates at which the estimates are generally calculated would mean about Rs. 105 lakh non-recurring and Rs. 70 lakh recurring annually. This is to illustrate again how the survey findings if implemented in the right spirit would

enable us to arriving at fairly realistic estimates, instead of placing them too high.

Additional Manpower Requirement

The additional requirement in regard to manpower, buildings, etc. on account of the likely increase during the decennium on the basis of the estimated total increase in population, should not be unduly overestimated. In the first place what exactly is the incidence of the total increase in population on the age-group 6-11 or 11-14 is not precisely known, as there is no unanimity of opinion regarding the decrease in the death-rate, particularly of infant and child mortality, and consequent rise in the average life-span and the effect, if any, of the family planning schemes and propaganda in arresting the increasing birth-rate in rural and urban areas. Accurate figures for population of each habitation for the required age-groups would be available only after the 1961 Census figures become available; till then the estimates projected from the 1951 Census have to be used. Ordinarily as a result of the various welfare activities and the consequent increase in the average span of life, the percentage of the age-group 6-11 ought to fall from 12½ to a lower level, coming nearer to that obtaining in the advanced countries of the world.

Whatever the increase in the population of the school-going age, *ad hoc* calculation of the additional teachers required on the basis of the total increase of population, whatever it be, is in every probability likely to lead to over-estimating regarding the requirements of manpower, buildings etc. Most of the existing and proposed school areas have a total population between 300-500 each. Of the existing 2,29,023 habitations with schools in them 1,04,689 were with population below 500. They housed more than 26% of the then-rural population. The Survey tables do not give ready-made distribution of school areas according to their population slabs, but this can be found out readily at the district level from the School Area Registers. What matters here is that a large majority of rural school areas are small. Calculating the requirement slab-wise would show that in a good many areas the increase in the school-going population would not warrant appointing an additional teacher though the aggregate of all the small increases in each school area would suggest a substantial increase in manpower and class-rooms on this account.

It works like this. In a school area with a 1951 population of about 300 even an increase in population by about 12% would raise the strength of the age-group 6-11 from about 37 or 38 to 41 or 42, warranting the appointment of no additional teacher. A single teacher or two-teacher school would ordinarily continue to remain the same. Even in bigger areas with total population above 500 the increase would get distributed over the different classes and may not always be a case for an additional teacher. Even in school areas with 1951 population as 1,000, the population of school-going age 6-11 will rise by about 15, from 125 to 140. The pupil-teacher ratio is to be 40 on an average, but in some schools it is bound to be above 40, say up to 50 or so. What the upper limit of children per teacher should be before another teacher is appointed needs to be determined by each State. On the other hand wherever single-teacher schools are to be started, and most of the new schools will be only single-teacher schools in small habitations, the teacher will have to be appointed in the very first year of the school whatever the enrolment and it cannot be spread over five or four years.

No tables giving the distribution of the existing school areas according to the number of teachers or population slabs are readily available though these can be easily constructed in no time at the district level from the data already collected in the Educational Survey made by the Union Education Ministry and hence it is neither intended nor possible to show with any degree of accuracy what precisely would be the effect of these factors on the total requirements. However, by way of a hypothetical calculation if it is presumed that the population of all such areas is roughly equal to

the population of all the habitations in the slab 500 and below, the reduction in the manpower requirement over the *ad hoc* calculation on the total population may be reduced by about 45,000 teachers, thus affecting a reduction of about Rs. 4.5 crores in the annual recurring and Rs. 6-7 crores in the non-recurring expenditure. This hypothetical calculation would at least bring home the need of teaching factor into consideration so that our estimates for the Third Five-Year Plan are not placed too high. It is also worth noting that in the initial stages to expect cent per cent enrolment would be too much. It may be presumed at about 90% of school-going population. Another point worth considering is the age of admission and the duration of the first phase of the compulsory stage. A glance at the annual statistics shows that the maximum enrolment, whether for boys or for girls is the age-group 7-8. It is therefore worth considering whether compulsion cannot be started from this age and the first phase of the stage be made of four years as in the Bombay State instead of five years. There appears nothing so special about five years' duration, at any rate at this initial stage of providing compulsion for all. What matters most is that within the limited resources that may be available the former Infants' class has been amalgamated with the first standard. A child admitted at a higher age can complete much more in a shorter period. The idea may appear retrograde on superficial consideration but is neither educationally unsound nor a new one. Moreover in some cases the expenditure would be reduced by about one-fifth, in bigger areas. In smaller areas though there will not be any reduction in expenditure, the load on the teacher and on accommodation would be reduced and the stagnation and wastage in standard I may be substantially reduced. This is of fundamental importance in any scheme of compulsory primary education.

Another problem where substantial economy could be effected and where there are chances of overestimating is that of provision of a school building for the new schools. No one can question the desirability of a suitable school building but this could and should be such as would synchronise with the conditions obtaining in the school area. Most of the new schools will be in habitations with population of about 300 or even much less. A school room as would be envisaged in bigger habitations or in towns is at the present stage and in the present circumstances out of consideration in these tiny habitations. Perhaps construction of a small shed or hut can very well be the first project for the teacher with the assistance of the local people.

The points already indicated in regard to the calculation of the manpower requirements equally hold good regarding the provision of accommodation.

Women Teachers

Another problem is regarding the requirements of women teachers. There can be no doubt that our primary schools, should wherever possible be run by lady teachers, provided they are available and ready to serve in these small, backward far-flung areas. Even to have men teachers is not quite so easy. The best way would be to try to secure people from local areas and train them by providing incentives and making contracts.

Another point regarding women teachers is that we are likely to over-estimate the manpower requirements. In small school areas where one or two teachers are already appointed, the question of appointing women teachers in their place or for the additional girls that may join would not arise in good many cases due to the imperative necessity of maintaining the pupil-teacher ratio. A glance over this data collected incidentally in the Educational Survey creates doubt regarding the general impression or belief that the existence of women teachers would increase the enrolment of girls. It does not appear to substantiate itself. It would be advisable to analyse a few sample cases from these valuable data. In a village, and particularly in smaller villages where the teacher would be as good as a kin, it is unthinkable that the parents would not send their girls of 6-11 to school on this score. There are habita-

tions where the enrolment of girls at certain stages is higher than that of boys with only men-teachers there. The cause of poor enrolment and subsequent stagnation and dropping out need to be objectively investigated in view of the importance of the problem in the scheme of compulsory primary education for boys or for girls.

One thing is certain that the *ad hoc* calculation of the requirement regarding women teachers on the basis of the total number of girls to be brought to school are sure to lead us to a very deceptive figure. The existing teachers can take in a large number of children without any additional teachers. Mostly it is the girls that will have to be brought to school and the teacher whether a man or woman would be already there. It cannot be forgotten that not a small number of our existing schools and particularly those that have to be opened will remain single-teacher schools because of the size and location of our rural habitations.

It is not possible even to mention cursorily the variety of problems that need to be objectively considered while planning towards the goal of universal compulsory primary education. Incentives for the teachers and the pupil would be necessary. Before implementing any schemes regarding some new ideas that may occur, such as the mid-day meals or school mothers, it would be advisable to try them out in sample areas on very small scale lest we realise too late that they are wasteful and not conducive to the results expected. Moreover having once plunged headlong it may not be quite so easy to withdraw the so-called facilities.

What is again necessary is that the educational statistics should be compiled in a form that would be useful in evaluating the progress at each level, stage and for given groups of areas. The data collected by the Educational Survey also needs to be brought up to date year after year at the district level. The timelag that is at present noticeable in the statistical data needs to be substantially reduced so that remedial measures in regard to the working of the compulsion schemes can be taken immediately.

●In these days when droves of students are going abroad on exchange scholarships, one superintendent reported he received the following letter : "I am interested in one of these here full bright scholarships and I wonder if you can tell me if I can't get a full bright one, can I get a half bright one ?"

—From *North Carolina Education*

Hindi as the Official Language of India

ARTICLE 343 OF THE CONSTITUTION OF INDIA made Hindi in the Devanagari script as the official language of the Union of India, Article 344 provided for the appointment of a Commission, one in 1955 and the other 1960 for the purpose of recommending the progressive use of Hindi. Let us quote clauses 2 and 3 of Article 344 :

"(2) It shall be the duty of the Commission to make recommendations to the President as to :

(a) The progressive use of the Hindi language for the official purposes of the Union;

(b) Restrictions on the use of the English language for all or any of the official purposes of the Union;

(c) The language to be used for all or any of the purposes mentioned in Article 348;

(d) The form of numerals to be used for any one or more specified purposes of the Union;

(e) Any other matter referred to the Commission by the President as regards the official language of the Union and the language for communication between the Union and a State or between one State and another and their use.

(3) In making their recommendations under clause (2), the Commission shall have due regard to the industrial, cultural and scientific advancement of India, and the just claims and interests of persons belonging to the non-Hindi speaking areas in regard to the public services."

A Commission was accordingly appointed which made, *inter alia*, the following recommendations :—

"We do not recommend that any restrictions should be imposed for the present on the use of the English language for any of the purposes of the Union......

It has not been possible for us to furnish a regular time-table by dates and stages as to how Hindi should be introduced into the business of the Union so as to accomplish the general changeover within the period fixed by the Constitution."

The drawing up of a plan of action has been left to the Government of India. The Commission has, however, indicated the pre-requisites and the sequence of the phasing of a plan of action. These pre-requisites and the sequence of phasing are such that no start can be made in the matter of introducing Hindi for any purposes in the working of the Union before 1965.

We need not take recourse to statistics for the purposes of this small article to illustrate in a broad way that the progress that has been made is not satisfactory. There are two facets of the problem, namely, the relative places of English and other Indian languages in relation to Hindi.

Over-emphasis on English

Hindi and other Indian languages are the languages spoken by 99 per cent of the population. Linguistically it is unnatural that a foreign language be cultivated and put against Hindi and other Indian languages. It is unnatural that English be used as the language of Parliament, of law and justice, as the language of administration and education. If this basic fact is realised, only then can any progress be made in the use of Indian languages.

The educational system of the country has, for its major aim, the teaching of English. More time and attention is spent on English in our Secondary and higher education than on any Indian language. The amount of efficiency aimed at is higher in English than in Indian languages. The English vocabulary of an Indian graduate is in the neighbourhood of

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15,000 words and it concerns not only literature but general knowledge in all departments of teaching. The same cannot be claimed for Hindi or any Indian language. What the Indian student is trained to say in English, he is not trained to say in any Indian language.

It must be clearly understood that Hindi is the first among equals and that Hindi will not replace any Indian language. Happily the sphere of every Indian language is a clearly marked territory. With the exception of the Punjab, every State is unilingual. The language of every State is decided by itself. Thus, the life of every State is governed in all aspects by its own language. There is no place for linguistic rivalries in the States. Hindi has its own States. It will be used there.

Now we come to the Centre. It is generally assumed that Hindi has been adopted as the language of the Union on account of the large number of votes commended by Hindi speakers. There is some truth in it. But that is not the whole truth. If the Hindi speakers abstained and the choice were left to the non-Hindi speakers, would the decision be different? Normally it would not be, for it cannot be.

Hindi and the Regional Languages

Geo-linguistically, Hindi is the heart language of India. Other languages lie at its periphery. On the whole, India is a vast plain and hence on all points of the periphery there is a broad region where Hindi meets its neighbours. For example, Hindi meets Panjabi, Gujerati, Marathi, Telugu, Oriya, Bengali and Assamese over a long boundary line, whose width varies between 20 and 100 miles. Here live millions of men, women and children who are bilingual. Great cities, like Amritsar, Ahmedabad, Bombay, Hyderabad and Calcutta, have millions of Hindi users. Wandering *sadhus* and film stars, musicians and pedagogues are able to carry their message over a wider area through Hindi than through any other tongue. A Panjabi, an Assamese, a Gujerati and a Bengali, a Marathi and an Oriya find Hindi a natural medium among themselves.

India's self-expression would be best helped by the development of regional languages. Similarly India's unity can best be achieved by an Indian language. The Constitution has accepted Hindi and that happens to be also a natural choice. What is natural has only to be taken up by the Government. While considering the Government, one comes to the educational system of the country. If linguistic unity is a desideratum, and if Indians are to be integrated more closely than ever before, a common Indian language has to be assiduously cultivated at some stage of the educational system.

Hindi happens to be a sister of other Indian languages. With other north Indian languages it shares a common parentage through sister Apabhranshas and Prakrits back to Sanskrit. Sanskrit also happens to have supplied nourishment through linguistic expressions, a common vocabulary, common sciences, common epic literature, common religion to both the northern and southern languages of the country. Thought and expression among Indian languages have an affinity and sameness which none of our languages share with foreign languages.

Meeting the Constitutional Provision

Having made the above observations let us now consider a programme that would make it possible to fulfil the Constitutional requirement to establish Hindi as the language of the Indian Union after 1965.

The educational system of the country should provide teaching of Hindi all over the country. The most convenient would be the secondary stage. With the exception of Tamil and Urdu, Hindi shares its literary, philosophical and technical vocabulary with all other languages of India. Minor differences do exist and should be allowed to exist. But wherever they come in the way of further advancement, terms can be standardized. Hindi has to be learnt as a language of comprehension by average students. Those who go up for Central Services will have to be given an extra course of training to acquire sufficient

knowledge and practice in using it for professional purposes. It would not be out of place to mention here, that the recruitment of non-Hindi speaking personnel to services should not be effected for the first few years. If necessary, even quotas may be fixed for the recruitment of non-Hindi speakers, or conversely, for the Hindi-speakers.

Universities should start with Hindi as the medium of instruction from the first year onward. In four years' time, graduates will be available who would have had good training in the use of Hindi.

In the Central Secretariat, working in Hindi should be started forthwith. If 25 per cent members of an office were to be trained every year in shifting to Hindi, it will be possible in four years' time to have a complete change over. Here it must be borne in mind that there would already be 30 to 40 per cent officers of the Government of India whose mother tongue is Hindi and who therefore will be the first to shift over to the new medium after a short specialized course of three to six months and who would form an effective corps of helpers for the others. An extensive programme of teaching Hindi is essential for the purpose. The same would apply to the supreme court. Only one would have to provide for certain judges and some officers of the Government who are too busy or too old to shift over. Help of translaters may be given to them for as long as necessary.

It is necessary to put restrictions on the use of English year after year. It is also essential to provide the alternate use of Hindi possible year after year.

A democracy cannot function in an alien language. That is a negation of democracy. If a democracy means a Government of the people, for the people and by the people, it should be run through a language that is shared by the majority of the people.

• The one invincible thing is a good book : neither malice nor stupidity can crush it.

—*George Moore*

Some Popular Fallacies in Educational Theory and Practice

FEW DEPARTMENTS OF HUMAN KNOWLEDGE and experience are so fallacy rid as the field of educational theory and practice. It is only in the past century that education has emerged as a field of study in its own right, yet in this short space of time, it has become the happy-hunting ground of a mixed company of philosophers, psychologists, sociologists, anthropologists, doctors, psyciatrists, etc., each with their cut and dried blue-prints, and infallible nostrums for the education of youth, and, as a result the field of educational theory and practice is no more a quite pedagogic pasture, it has become a battleground for a host of conflicting ideas and practices. Some of these are comparatively harmless. Others are positively dangerous to the child who is there chief victim !

It will not be possible in a short article to deal with all the fallacies that have from time to time become current in the field of educational theory and practice. Many have had a brief meteoric success, but lacking substance have soon burnt themselves out. Others have, after a fair trial, been weighed in the balance of practical day-to-day experience and found wanting. There is no need to resurrect these passing fancies and mushroom growths. But there are other fallacies, which, through the accumulated weight of knowledge and experience, have exposed their hollowness, linger on, and, continue to do considerable damage in the field of educational theory and practice. Of these the author shall endeavour to single out a few of the most common and the most dangerous.

Education Never Ends

One of the most common and popular educational fallacies is the notion that the process of education is confined to a certain fixed period of life, beginning about the age five and six and coming to an abrupt end when the boy or young man, depending on circumstances of birth and finance, is photographed proudly flourishing his Matric, B.A., or Ph.D. Degree. During this period of 10-20 years, the eager student goes all out to acquire the necessary knowledge to pass his examination but when it is over and the diploma framed, he feels that his education is "complete," so that from now on he can take life easy and live in the meagre interest of the capital of knowledge he so painstakingly acquired for his examinations ! The widespread nature of this fallacy is primarily responsible for the vast numbers of matriculates and graduates, including perhaps the majority of teachers one meets in India especially, who are not only relatively uneducated, but uneducable! Education cannot be confined to any particular period of life, it is lifelong, uphill dynamic process of continuous development literally stretching from the cradle to the grave, in which to stand still is to stagnate and to slip downwards. The still more limited idea that the education of the average child can be "completed" between the ages of 6-14 is responsible for much of the educational wastage in India, and in other countries; not only does it neglect the important formative years from 3 to 6, but it cuts off the process of development at an age when the child is just ready to derive some real and lasting benefit from his education. It was the realisation of the vital fact that made Mahatma Gandhi expend his conception of Basic Education from 5-14 to "Nai Talim", which would begin from birh and extend throughout the life of every individual.

This conception of education for life throughout life is being more and more clearly realised and acted upon in progressive countries. Thus in England the 1944 Education Act defines education as a continuous process of development in

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three successive stages Infant and Primary education (3-11), Secondary Education (11-18), and Further Education from 18 to the grave; and Local Education Authorities have been charged with making suitable Educational provision for all children, young people and adults at each of these stages. And in the U.S.A. a similar view prevails, so that it has aptly described as a 'Nation at School.'

A second fallacy which has harmed the cause of education is the idea that education is confined to a fixed place, the School, College or University. It is this misconception that has been largely responsible for the divorce between the school and the home on the one hand, and the school and society on the other. This two-fold dichotomy has been almost fatal to the unity and reality of the total educational process; it has led schools and other educational institutions to retreat into ivory towers and to surround themselves with both physical and cultural walls which have cut them off from the homes and from the world outside their walls for which they are supposed to be preparing their students. The sooner it is realised that it is the whole milieu which educates, that real education is going on at all times in all places, in the home, in the streets and in the Cinema; at work and at play, and hence that it is the responsibility not only of teachers but of all adults who come into contact with children, the better it will be from the educational standpoint. There must be a much greater and deeper understanding and much closer links between the school, the home and the community, if education is to be really effective, instead of working at cross purposes or neutralising the good done by one another; there should be real cooperation and a growing harmony of ideas and ideals between them so that the education of the child is a comprehensive, harmonious and continuous process from birth to death. School and life are not opposites but complements, unless there is a dynamic two-way traffic of ideas and ideals between them, education will lose much of its reality and effectiveness schools and other educational institutions must not only impart knowledge, but help children and young people to learn more effectively from life, otherwise they will never provide a real and complete education for life.

Divorce Between Work and Play

A third dangerous fallacy is the divorce between work and play, education for work and education for leisure. Even in schools where both those aspects are catered for, they are generally treated as distinct, independent, parallel entities, and the artificial barriers between them are rarely bridged. Work is looked upon as a necessary evil, as a compensation and reward for the drudgery of the former. Children carry this attitude into life and because there is a violent contrast between their labour and their leisure, they rarely achieve real happiness or contentment in either. This is a great pity. Work is as essential to the harmonious development of man's personality and real happiness as play; unless a man finds as much satisfaction in his work as in his leisure, he will never be able to develop a rounded, wholesome personality or lead a full and happy life. It is perhaps too much to hope in our age of automation and 'admass' for G. B. Shaw's Ideal Commonwealth where "work is play, and play is life three in one, and one in three", but unless we teach children in school to find real satisfaction in work and in play, in labour and in leisure we sentencing them to becoming warped personalities, leading unhappy and unsatisfied lives. For the man who regards work as an unmitigated drudgery is almost certain to waste his precious leisure hours in violent amusements and stimulants which will be in the nature of a drug or an escape, rather than real recreation.

The application of the scientific spirit and the scientific method to education has done much good in pricking some of the illusions of the past, and in furnishing and increasing scientific facts and evidence of enormous value to educational administrators and practising teachers. But it has not been an unmixed good. It has, for

instance, developed into a tendency towards excessive analysis and classification that is undermining the essential unity and wholeness of the educational progress. This analytic craze has invaded every department of educational theory and practice. In the field of educational administration, for instance, education has been divided into different stages.- Pre-Nursery, Nursery, Primary, Junior High, Senior High, and Adult, which are often treated by their respective "experts" as if they were watertight compartments having little or no relation with the others. Each expert intensively cultivates his own little plot, insisting that it is the most important stage in the child's education; and the total process and vital inter-relationship between stages is often lost sight of. Such "experts" would do well to take to heart Sir Cyril Burts words of mature wisdom that "in the development of the intellectual as of the emotional life, there are no sudden breaks on abrupt transitions", to realise that every stage of education depends on the one immediately before and is linked with the one following after.

Dividing the Personality

Not content with dividing the total and continuous process of education into more or less isolated and self-contained stages, many educational psychologists are guilty of the equally grave error of dividing the complete personality of the child into three parts, body, mind and spirit, and endeavouring to educate each part in isolation from the others. Thus we have attempts to educate the character and to strengthen the will, apart from the education of the mind and body, and other efforts at physical training or mental discipline and aesthetic training in isolation from one another. In one period the child is treated as almost pure body, at another as pure mind, at a third as pure emotion, so that the education of his personality as a whole, the co-education of body, mind and spirit in every phase and aspect of this education is entirely lost sight of with tragic consequences to the total education of the child.

What is even worse is the tendency of modern experimental psychology to resurrect the discredited "Faculty" psychology in a new guise. The use of statistical techniques and objective tests has been of great benefit to the cause of education, but there is a danger of losing sight of the child as a whole human being due to the modern tendency to analyse him into "Multiple factors" that are more amenable to exact measurement and calculation. "Faculties have a way of losing every battle, but winning the war."

Curriculum Fallacies

In the field of curriculum study, much criticism has recently been levelled at the rigid compartmentalisation of the curriculum into watertight subjects. "The seamless robe of learning", to quote Prof. Jacks, "has been rent into a thing of shreds and patches", and the modern school curriculum is a crazy patchwork of largely isolated subjects without order, harmony or meaning. The reaction against rigid subject divisions of knowledge has recently led to a wholesome emphasis on larger groupings of subjects, on projects and "centres of interest". These have their place and importance in making children "learn by doing" as well as from books, and in emphasising the essential unity of knowledge, but we must be careful not to run to the extreme of dispensing entirely with the traditional subjects, a systematic study of which, with due attention to their co-relationships, is as necessary to the education and normal personality development of the child as projects or activities.

Another dangerous fallacy in regard to the curriculum is the attempt to make the child by the teacher, nor should children, of making the curriculum fit the child. There should neither be a Procrustean imposition of a rigid curriculum on every child by the teacher, nor should children, as they are in some ultra-progressive schools, be given complete freedom to choose their own curriculum. It is the teacher and Guidance Counsellor, who,

after a careful study of the child's needs, interests and abilities, and, in consultation with the parents and the children themselves, should choose the best curriculum for each particular child. A sound system is to have a core curriculum consisting of the fundamentals which every child must take, and a wide variety of electives from which children can choose those subjects and activities best suited to their age, aptitudes, abilities and interests.

And, finally, to the only too common fallacy handed down to us from Greek times that still persists with tragic intensity and disintegrating force in the field of education. This is the dangerous delusion that there are two types of education, what is termed Liberal or Cultural education, meant for the social and intellectual elite and a vocational or technical education meant for the masses, the former aiming to educate a man to live a full life, the latter to train him to earn his living. Unless the fallacy is pricked once and for all, there can be no true advance in the field of education. Prof. Whitehead states categorically "there can be no liberal education which is not at the same time technical, and there can be no technical education which is not at the same time liberal." An education to be complete must prepare man both to earn a good living and to live a good life; the cultured society parasite and the uncultured labourer who slaves only to satisfy his material wants are both out of place in a modern democracy. And unless our modern system of education aims at turning out men and women who are both cultured and efficient, it will fail to meet the demands of the modern world.

DO YOU KNOW?

- Free and Compulsory Primary education is proposed to be provided to children all over Asia by 1980 under a 20-year, 64-billion-dollar plan drawn up by a Unesco sponsored Karachi conference of 17 member-States on Primary education.

- A Central Hindi Directorate has been set up in the Union Ministry of Education to promote and propagate Hindi.

- The Delhi Municipal Corporation has decided to make education up to the middle standard free in its schools from April 1, 1960.

- Hindi and Sanskrit are being taught in about half a dozen Universities in the United States.

Role of Attendance Officers in Compulsory Education

ARTICLE 45 OF THE CONSTITUTION OF INDIA directs the State to endeavour to provide for free and compulsory education for all children up to the age of fourteen years by 1960. On account mainly of paucity of funds, non-availability of sufficient number of trained teaching and administrative personnel, and shortage of schools and accommodation, the fulfilment of this constitutional obligation is expected to take ten to fifteen years more beyond the scheduled time-limit. Realising at the same time the urgency and importance of this programme, it is now contemplated to have universal, free and compulsory primary education for all children of the age-group 6 to 11 years by the end of the year 1965-66. Planned efforts for the attainment of this noble national objective are being made all over the country.

For the success of any scheme of providing free and compulsory education it is essential to adopt a Compulsory School Attendance Act. Generally such an Act contains, *inter alia,* provision for the appointment of Attendance Officers whose duty it is to see that the regulations under the Act are observed.

Importance of Attendance Officers

The Attendance Officer has to see that all children of the compulsory school age, not legally exempt, attend school regularly. The educational and economic losses resulting from irregular attendance are considerable. The injurious consequences of repeated absence are particularly marked among the average and the less gifted pupils. They are often incapable of making up any lost time. Irregular attendance also presents an economic aspect which cannot be disregarded. It is not hard to realize the resulting enormous waste when we consider that school expenses remain the same whether or not all pupils are present; the teacher receives the same salary while the cost of upkeep and administration also remains at the same level. The Attendance Officer through Compulsory School Attendance Act helps to diminish unjustified absenteeism and increases the general benefits to be derived from the school system. He has the responsibility of safeguarding the right of every child to receive at least an elementary instruction. He consequently plays an important role in the scholastic system.

From what has been stated above it would be wrong to think that the Attendance Officer is simply a police agent, charged with forcing children who are not at school to attend it. His duty is more in the domain of social work and education. He must understand the causes of non-attendance and use his authority to remove them. It is by persuasion, understanding and help that he should try to achieve his aim; he should have recourse to law only as a member of the school system rather than as a representative of law in the teaching field.

The Attendance Officer also supervises the protection of childhood in assuring that every child receives a minimum amount of knowledge. If he succeeds in having every child of compulsory school attendance age enrolled at school, he will have saved youth from ignorance and will have provided everyone with the rudiments of elementary education. The Attendance Officer, therefore, fulfills a function which is eminently useful to society.

In his circle or zone the Attendance Officer is the best known of all the local education authorities on account of his census visits and other ways of welfare work. He is the only officer known to many parents and they are apt to judge the attitude of the local education authority by his behaviour towards them. Parents often consult him about the educational problems of their children and if he is good at his job, he develops a particular attitude towards dealing with those questions. For this reason it is necessary that he should have a sound background of general educational policy. Annual refresher courses should also be arranged for Attendance Officers where they can hear the views of

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experts about the latest developments in different branches of education. The Attendance Officer thus also works as guide and counsellor to parents. Thus the importance of the functions of an Attendance Officer and the qualities he should possess can hardly be over-emphasised.

Qualities of Attendance Officers

In discharging the duties of his office the Attendance Officer should always show good judgment, tact, understanding and a spirit of helpfulness. He must co-operate with the teaching personnel and merit its confidence. His enquiries should be conducted with discernment and discretion so that no opposition is aroused. In his meetings with the parents, he should be able to explain to them clearly the requirements of the law of school attendance, the necessity of regular attendance at school, and when necessary, the usefulness of education. Above all, he must seek to win the cooperation of parents, his best allies. He should be able to solve all the difficult cases which may present themselves : truants who refuse to go to school, negligent parents, or those who insist upon keeping their children at work. While being sympathetic and helpful, he must not, however, be lacking in firmness nor let himself be deluded by false excuses or vain promises. Being just and impartial towards every one, he will know when to take action, after all other means have been exhausted. The attendance officer must also have love of children and a wide human sympathy. He should also have undergone a course in social service.

Field Work of Attendance Officers

In his day-to-day work charitable organisations and social service agencies can be of valuable help to an Attendance Officer. These institutions can be moved to render help by way of publicity, money and material to bring poor children of school age to schools. The Attendance Officer can render effective help to poor families in the shape of providing clothes and school shoes for their children or buying books and other school supplies for them. Voluntary organisations including Children Aid Societies also play an important role in child placement. Social Welfare Courts, Probation Officers, Youth Protection institutions which take care of, guide and train children, are other agencies dealing with the protection and care of neglected children. The Attendance Officer will be able to perform his duties efficiently only by working in close cooperation with all these organisations and officers, wherever they exist.

The Attendance Officer can also find valuable assistance from religious authorities in a country like India where priests and temple authorities yield a very great influence on the social life of the people. The Attendance Officer can utilise their assistance by requesting them to intercede with all their prestige and authority and bring home to the people the desirability and importance of compulsory education. When the adults are convinced of the efficacy of education, the problem of enforcing school attendance will remain merely one of dealing with problem children and problem families. An interesting and widespread field therefore is open to a conscientious Attendance Officer who wants to improve the lot of children and help the man of tomorrow.

The Attendance Officer under the School Attendance Act receives periodically from the heads of schools a list of pupils on the rolls who have been absent for illegal reasons, for prolonged legal reasons, or for unknown reasons. The Attendance Officer should make an enquiry into cases of absence wherever he finds it necessary. It is not necessary that he should intervene in the cases of illegal absences of short duration unless these occur often. In cases of prolonged absence, legal or illegal, or for unknown reasons, the Attendance Officer should make an enquiry. Sickness is the most frequent excuse, but this is not always true, and it might be necessary to verify if it is so. If the excuse given by parents is not justifiable, the Attendance Officer should remind parents or guardians of the terms of the law and seek the prompt return of the child to school. In all investigations with the parents and the public, the Attendance

Officer should undertake to promote good public relations.

The Attendance officer must pay special attention to cases of transfer, that is, to pupils who change schools or locality, in order that a child does not take advantage of this change to absent himself unduly from school. In their periodical reports the heads of schools inform the attendance officer about the departure of a pupil for another school or locality. The Attendance Officer in such cases should immediately notify his colleague in the locality or area to which the child has shifted and check up whether the child has actually joined his new school.

In his interventions, the Attendance Officer must always try to use persuasion rather than force in observing the law of school attendance. He must proceed with tact and sympathy and show the negligent parents that the interests of the child demand his attention to his studies. If persuasion is of no avail, if it is evident that the instruction of the child is deliberately neglected, the Attendance Officer should not hesitate to take the case to court. As has been mentioned above, the first duty of the Attendance Officer is to be an educator and a social worker, not a police agent, but he must nevertheless see that the law is respected. When all other means have failed, test cases may diminish further violations.

● Take an interest in the future. That's where you will spend the rest of your life.

—From *Idaho Vo-Ed* News

Curriculum—A Natural Out-come of Every Age

IN VERY EARLY DAYS, education was informal and incidental. It was imparted mainy in the home, the father taking up the responsibility for the son and the mother, for the daughter. The subject matter of education for the boys was some useful craft taught in the traditional way and for girls it was home-keeping and house-hold duties.

The question of curriculum or courses of studies came up for consideration only when the old order of informal education was replaced by that of formal education in schools. Both in the East and the West, different types of schools with different sets of curricula grew up in response to the demands of the ages that followed one another.

Curriculum in Different Ages

In ancient Greece, Academy of Plato was established with the purpose of producing people with a stamp of its own. None can say definitely about the subjects taught in the Academy. From the inscription on the doorway, "Let no one ignorant of geometry enter here" it was clear enough that mathematics was one of the principal subjects in the curriculum. Besides, a good grounding in mathematics in the beginning was supposed to be very helpful for the understanding of philosophy in the end. The aim of education as specifically stated in the *Republic* was to produce philosopher rulers, of course at the age of fifty. The selected few of the upper-class people were to study mathematics and metaphysics and those of the lower class were to finish with music and athletics. So in short, Plato's image was a philosopher ruler and the curriculum prescribed was such as would fulfil his purpose.

The next phase is associated with the names of Cicero and Quintilian of ancient Rome. They wanted to produce orators who would be far better administrators in public and private concerns than Plato's visionary philosopher rulers. Quintilian's *Institute of Orator* gives a detailed account of the heavy technical courses of studies in oratory and rhetoric prescribed for the schools of same name (oratory and rhetoric).

The image of the Medieval Age was the image of the scholar saint of the monastery of the Catholic Church. In keeping with the spirit of scholasticism of the age, the curriculum was heavily loaded with the doctrines of Christianity and dogmas of theology, as laid down by Church authority.

Later on, came Renaissance with a new outlook on men and things—a distinct departure from the other worldliness of the previous age. The image of man then visualised was a courtier humanist seeking inspiration in the secular literatures of ancient Greece and Rome. In short, the revival of classical learning was the main characteristic of the age. In course of time, the lofty spirit behind the move was lost and the curriculum in schools consisted of words and words only.

This state of things could not continue for long. There was a strong reaction against the artificiality of decadent humanism of the later period, comically designated as Ceceroism. Rousseau's naturalism as depicted in his *Emile* created a commotion in the society by presenting a new image of natural man. The curriculum underwent a gradual change in the wake of the political change that followed. The metric systems in coinage, weight and measures and such other things came as a corollary to that movement of naturalism.

Still later, we find the image of Adam Smith's economic man. The education that was scrupulously kept away from earning livelihood in the days of Socrates, was carefully adapted to commercial and other pursuits of material well-being. With the march of time, Karl Marx presented the image of the class-conscious worker and

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Thomas Jefferson, that of an enlightened free man through his plan for universal education. The curricula in the spheres of their influence were suitably constructed to facilitate the emergence of men after these images.

Indian Curriculum

In ancient India, another image of man could be found in the tapovans (forest homes), growing up in close contact with nature free from the turmoil of city life. Poet Tagore also wanted to present the same image of man, spiritually free in his school at Santiniketan. So his curriculum took due cognisance of the emotional aspects of life to be developed through art and literature so that a happy union of the East and the West could be realised to the mutual benefit of both. Gandhiji wanted a self-reliant man through his plan of Basic Education.

After Independence, our image of man is also that of a free man—free from all narrowness of mind, free from economic hardship and free from coarseness of any kind. In other words, we want to see every man and woman free intellectually, free politically, free personally, free religiously and free, completely from all dogmas and doctrines that hamper the growth and development of the spirit within. Accordingly, the curriculum envisaged is meant to achieve that end and aim of human freedom in the widest sense of the term, consistant, of course, with the development of the community as a whole.

At present, whenever we consider the curriculum for our secondary schools, we do recall the relevant recommendations of Mudaliar Commission's Report, 1953, as the basis of further investigations into the matter. The recommendations of the Report in general and particularly those in connection with curriculum came as a natural outcome of the spirit of the age in India. Hence their importance.

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education today

Orientation of Primary Education in Manipur

Manipur Administration recently organised three seminars—one in urban and two in rural areas—of seven days duration each on orientation of Elementary schools towards Basic pattern. One hundred and ninety-seven teachers participated in the seminar. In order to step up the orientation programme the Administration has sanctioned a sum of Rs. 5,400 as rewards to be given to the best oriented Primary schools.

*

Primary Education in Mysore

Mysore Government decided to convert 400 Junior Primary schools into Basic type during 1959-60 at a recurring and non-recurring expenditure of Rs. 24,000 and Rs. 1,25,000 respectively. Under the scheme to relieve the educated unemployment and expansion of Primary education sponsored by the Government of India, sanction has been accorded to the opening of 880 Primary schools, appointment of 880 teachers and construction of 105 residential quarters for women teachers in rural areas. Craft subjects were introduced in 300 Primary schools during the year.

*

Primary Education in Bombay

Construction of various building works for Primary schools was carried out according to prescribed schemes during 1959 in the Bombay State. An amount of Rs. 29,68,995 was sanctioned for the construction of 1,128 classrooms, and other school facilities in the various district School Boards' areas in the old Bombay State.

The new regions have been given their due shares in the construction of buildings for Primary schools and an amount of Rs. 1,99,135 has been sanctioned for the purpose in Saurashtra. For Vidarbha about Rs. 2 lakhs were sanctioned in 1958-59. A sum of Rs. 1.32 lakhs was also sanctioned for the construction of Craft-Sheds in old Bombay State.

*

Basic Education in Public Schools

The Basic Education Committee on Public Schools has presented its report to the Union Government.

The four-member Committee was appointed in September, 1958 to assess the extent to which Basic education had been introduced in the Member Schools of the Indian Public Schools Conference.

The Committee was also asked to suggest other features of Basic education which could be introduced in these schools in order to bring their Elementary classes into closer proximity with the Basic system of education.

The Committee visited six public schools located in different parts of the country and discussed with the Principals and staff various problems connected with the introduction of Basic techniques and elicited their opinion about the new system.

A questionnaire was issued to all the public schools to obtain their reactions to some aspects of the work including social attitudes; community living; activities and

work programmes; methods and objectives of assessment and finance.

*

Rural Primary Education in Rajasthan

Administrative control of Primary education in rural areas has been transferred from the State to Panchayat Samities in Rajasthan. As a result, about 11,000 Primary schools with 15,500 teachers are under Panchayat Samities. The Education Department exercises general supervision and academic control over these schools.

* * *

Night School for Adults in Assam

Permanent Night Schools at Gauhati, Jorhat and Nowgong have been offering education facilities to many working adults in the State.

Recently another Night School has been started at Sualkuchi, a silk industry centre in the Gauhati sub-division where about 100 adults of age-group 14 to 35 have been enrolled. Out of the total enrolment, 93 adults are employees in the local Silk Industry.

Eleven Social Education Workers' Training Camps were also organised recently in the State in which 195 trainees participated.

On the occasion of All India Social Education Day, a Book Exhibition was arranged at Gauhati. The exhibition continued for two days and about 2,000 people visited the exhibition.

* * *

Free Education in Tripura

The Government of India have decided that education be made free to all students up to standard VIII (Age-group 14) in all recognized schools in the Union Territory of Tripura. The decision which is to take effect shortly will be of great help to the people of the Territory consisting mostly of educationally and economically backward tribals and displaced persons.

* * *

Women's Education in Orissa

A one-month Refresher Course Training class was conducted at Cuttack recently for trained and untrained undergraduate women teachers of the State. Fourteen training centres have also been started in 14 girls' High and M.E. schools of the State to provide short term training to 400 newly appointed School Mothers. The School Mothers were appointed under the Central Scheme of "Expansion of Girls' Education and Training of Women Teachers".

* * *

Secondary Education in Mysore

The Government of Mysore sanctioned the opening of six new High schools in the State during 1959-60 at a recurring and non-recurring cost of Rs. 38,128 and Rs. 20,000 respectively. A sum of Rs. 4,03,897 was also sanctioned for utilising on High schools converted into Multipurpose High schools towards items of expenditure on equipments.

To enable the conversion of High schools into Higher Secondary schools the State Government have also decided to introduce Science course in six girls' High schools at a cost of Rs. 10,000.

*

Secondary Education in Bombay

Bombay Government appointed an Integration Committee for Secondary Education in January 1958 to consider the question of evolving a uniform but flexible system of Secondary education. The State Government have since received the report of the Committee and have taken decision on the recommendation relating to pay scales, fee rates and rates of grants-in-aid.

*

Suggested Curricular Changes in U.P.

The Government Constructive Training College, Lucknow, organised many discussions and seminars on curricular changes recently. It was expressed that in these days of emphasis on science and technology,

music should be made an integral part of the school curriculum.

In a Seminar on Social Studies held under the auspices of the Extension Service Department of the Constructive Training College, the participants were unanimous in their opinion that social studies could play a vital role provided the three constituent subjects were better integrated. They prepared curricula properly linking the three constituent subjects and paving the way for a more efficient teaching of the subject.

The College also organized a Seminar on the teaching of agriculture. The problems taken up referred to compost manure, syllabus in agriculture, cropping scheme and allied matters including building up of agricultural museums in schools. The regional Seminar made salutary recommendations for improvement in the teaching of agriculture in schools.

* * *

Sample Survey of Absenteeism in Schools in Delhi

A meeting of prominent social workers and officials of Delhi was held in August 1957 to consider the growing problem of juvenile delinquency involving an increasing number of school students. The meeting viewed with great concern the habit of school children going to cinemas during school hours, and decided to conduct a survey to assess the extent and intensity of the problem. The survey was conducted during the months of January and February, 1958. In view of the general complaint of truancy from the school and the bad examination results as also the increasing number of school-going boys coming up before the juvenile courts, it was also decided to assess the problem of absenteeism in the schools, and accordingly this survey was taken up simultaneously with a Survey of Cinema Visiting by Students During School Hours.

A circular was issued to all the recognised schools asking them to send a daily statement for a period of two weeks. A proforma was worked out and mailed to all the heads of Higher Secondary, High and Senior Basic schools in Delhi State. They were required to give in the details of the students absent with leave and without leave on different dates.

In all, 336 schools were approached out of which 112 furnished the required information; but complete information was available from only 72 schools for the period January 20 to January 30, 1958.

The highest figures of absentees including both with and without leave in an individual school on a certain day during the survey period was 156 out of 1,120 students on roll, *i.e.*, 13.92% of the total students.

An analysis of the figures showed that though the total number of absentees in all the schools on respective dates was not very high in proportion to the total number of students on roll in the schools, yet the number of those absent without leave was invariably higher than those who were absent with leave. On a certain date the number of absentees without leave was 1,719 as against 1,223 with leave showing the difference of 496 in a total of 38,521 boys on roll.

On enquiry from the heads of the schools it was learnt that two of the main causes of growing absenteeism in schools were the apathy of parents towards studies of their children and the teacher's lack of control of his class. Other causes included poverty of students, noon show cinemas, bad company and absence of parent-teacher contacts.

Among the suggestions that the heads of the schools gave to check the growing problem of absenteeism were : Psychological services for students showing lack of interest and aptitude for study, creation of better school atmosphere, parent-teacher co-operation, rewards for regular attendance and imposition of fines for habitual absentees, banning of vulgar films and noon shows, and exhibition of films of educative value in schools.

The sample survey brought to light the gravity of the problem and the necessity for a detailed study of it.

* * *

School Improvement Schemes in Madras

The Government of Madras has constituted a Committee to assess the value of gifts and donations received through the Pilot Projection Coordination Scheme which encourages voluntary contributions from the public for the improvement of schools. Many School Improvement Conferences are being held in various districts and till the end of December 1959 about 80,000 schemes have been undertaken bringing about 12,000 schools under them. The total value of the scheme being Rs. 4,69,94,381.

* * *

New Grant-in-aid Rules in Tripura

The revised Grant-in-aid rules for recurring grants, adopted by Tripura Administration, concede parity between Government and non-Government Higher Secondary, High and Junior High schools in the Territory in matters of qualifications, pay scales of teachers and tuition fee rates. The new rules are intended to remove the differences that existed between the Government and non-Government schools in order to mitigate the problems of privately managed schools and to improve their tone and standard.

* * *

Government Nursery Training College for Women, Allahabad

Government Nursery Training College for Women, Allahabad, is a training college of State status where students selected from all over Uttar Pradesh are given training for two years in nursery education. The students are taught theory of child education and methods of different subjects and child study. There is a model school known as *Bal-Mandir* attached to the training college for the facility of the trainees who keep records of observations of children and practise teaching them. The trainees prepare their own charts, models, toys, etc. on various subjects.

A happy well-adjusted child is the goal of the nursery school. It safeguards the health of the child, helps in promoting the child's physical, mental, social and emotional development. Children admitted in the *Bal-Mandir* have ages ranging from 2½ years to 6 years. They are divided into four groups according to the age at the time of admission.

Children are taught by Kindergarten, Montessori and Project methods. The education imparted to children is through play and activity. The steps taken in the institution to develop the personality of the child include: Encouragement of Free Activities which include indoor and outdoor activities; promotion of Constructive Work with the help of art and craft; development of Free Expression; teaching of Three R's; provision of healthy meals; insistence on nap to remove fatigue : and maintenance of Teacher's Records.

* * *

State Educational Seminar in U.P.

A three-day seminar of educational administrators, educators, and legislators was held at Tarikhet, in Uttar Pradesh. The seminar dwelt on some of the fundamental problems of education, *viz.* the education of backward areas and backward groups of population, problems of secondary education, the place of English in the evolving system of education, examination reforms and the new legislation specifically dealing with the security of teachers' tenure. After preliminary discussions had been held in the plenary session, the Seminar divided itself into working groups, discussed the problems in detail, and formulated solutions in the light of theoretical knowledge and practical experience. The reports of the working groups were brought to the plenary session for discussion in the larger group and amendments made wherever necessary.

The seminar decided to give fillip to women's education in the rural areas and also devised ways and means to promote the teaching of English, protect the teacher from injustice or iniquity and purge evils out of the current system of examination.

* * *

State Toys and Educational Exhibition in U.P.

A ten-day State Toys and Educational Exhibition was held at Varanasi beginning from January 10, 1960. Starting with the International Toys Exhibition held at the State's Capital in 1951, this exhibition was the fifth of its kind.

The exhibition is intended to be an annual feature and aims at impressing on the parents that children learn best with the toys. Through various types of audio-visual aids, prepared in State's Central Pedagogical Institute, Bureau of Psychology, Basic Training colleges, Constructive Training College, Women's Training colleges, Film Section, Expansion office, Extension Services Department, colleges of Physical Education and Home Science, Higher Secondary schools, Junior High schools and also Primary schools, the Educational Exhibition is intended to show the exemplary results that can be achieved when play and work are identified. The exhibits are prepared in Science and Craft laboratories, in and out of class teaching situations by students and teachers.

The Journal Section of the Education Department put on show, among other things, international journals, educational literature of India and abroad and working models, received as entries for the Students' Scientific Research Competition. Educational literature and children's literature were also largely on display in Library stalls.

* * *

College Hostels in W. Bengal

Hostels for 33 colleges in West Bengal have been sanctioned under the financial scheme of University Grants Commission. Out of these 22 are for men and 11 for women students. The Commission sanctioned Rs. .95 lakh and Rs. 1 lakh per unit of men's and women's hostels respectively. The State Government and the colleges are meeting the balance costs.

* * *

Technical Education in Mysore

A regional Engineering College will be started from 1960-61 at Bangalore, Mysore State. A special officer has been appointed to attend to the preliminaries. The College is a joint enterprise of the Central Government and the State Government. The special feature of the College is that it will be a residential institution with adequate provision for hostels and staff quarters.

The admission capacity of the College will be 250 students a year for first degree course in Civil, Mechanical and Electrical Engineering. Courses in Metallurgy, Chemical Engineering and other subjects will be added in due course. The entire non-recurring expenditure on College buildings and equipment and 50% of the recurring expenditure will be available for the Scheme from Government of India.

* * *

Role of Educational Statistics

The importance of educational statistics in framing policies and formulating national reconstruction plans was emphasised by Shri P. N. Kirpal, Joint Educational Adviser to the Government of India, while inaugurating a three-day seminar on the Standardisation of the Technique and Programme of Collection of Educational Statistics from Universities.

Representatives of 20 Universities participated in the seminar organised by the Union Ministry of Education at New Delhi. In his inaugural address, Shri Kirpal said that the three main tasks before the country were economic reconstruction, national unity and successful working of democracy. Education played an important role in each one of these.

Shri Kirpal said that the availability of correct figures and scientific facts were vital in the context of national planning today. He expressed the hope that the Seminar would help evolve convenient procedures for standardisation of collection of statistics.

National Awards for Teachers

Seventy-one teachers of Primary and Secondary schools were honoured this year on January 25 at New Delhi for rendering "outstanding service in their profession" when the President of India gave away the Awards to them at a special ceremony.

Speaking on the occasion, Dr. K. L. Shrimali, Minister of Education, said that the value of the Award lay not in its monetary value but "in the recognition that it seeks to give to the outstanding and selfless work of the teachers who are toiling hard under difficult circumstances for the improvement of society." This was one of the several steps which the Ministry of Education had been taking to rehabilitate the position of the teachers in the community. The Minister urged the teachers to win the respect and esteem of the people by dignified conduct and behaviour and by giving greater attention to the intellectual and social development of children who were put under their care and reminded them of their special responsibility, particularly in a period of crisis, to inculcate proper habits of thought and emotional attitudes in the younger generation.

Last year on a similar occasion Awards were given to 16 Primary and 16 Secondary teachers.

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Twenty-Seventh Meeting of the C.A.B.E.

The Twenty-seventh Meeting of the Central Advisory Board of Education was held at New Delhi for two days from February 6, 1960. In the presidential address, Dr. K. L. Shrimali, Minister of Education, deplored the recent disruptive tendencies among the students and stressed the need for putting an end to "this malady which is eating into the vitals of our national life". To tackle this problem effectively, he said, the teachers should have high professional integrity and that the relationship between the students and teachers demanded improvement. "The problem of discipline is a human problem and can be solved only in a human way".

Since it was felt that indiscipline among youth was partly due to the fact that our educational institutions had made no provision for the teaching of spiritual values, the matter was discussed at the last meeting of the CABE and a Committee was appointed under the chairmanship of Shri Sri Prakasha, Governor of Bombay. The Minister said that the Committee in its report presented recently had underlined the importance of inculcating moral and spiritual values in our youth to save the nation from impending peril.

Dr. Shrimali also said that the Committee appointed under the chairmanship of Dr. C. D. Deshmukh to work out a scheme for introducing national service to divert the energies of the youth to constructive channels had also submitted its report. The Committee had recommended that all students passing out of the Higher Secondary schools or the pre-University class should be drafted for national service on a compulsory basis for a period of nine months to one year. It had further recommended that, during this period, they should be required to live under military discipline and engage themselves in productive and constructive work which would bring tangible benefits to the community. During this period they should also have some suitable form of general education to bring about greater emotional integration and orientation towards activities of national reconstruction.

As for other positive measures for providing healthy outlets for the youth, the Minister disclosed the Government's intention to launch a National Physical Efficiency Drive and the proposal to set up a National Institute for Sports.

Referring to reorganisation of Secondary education, Dr. Shrimali said that the Government were greatly exercised about giving it a more practical bias so that the students might enter trades and vocations after passing their High school examination.

Regarding the project of introducing compulsory Primary education for the age

group 6–11 that would involve the enrolment of about 200 lakhs of children with 4 lakhs of teachers at an expenditure of about Rs. 300 crores, the Minister stated that detailed studies in each State were being made. Reports about the States of Orissa, Bihar, U.P., Rajasthan, Madhya Pradesh and Jammu and Kashmir, which were "educationally backward" were completed and discussions with the State Governments to find out ways and means of reaching the targets were under way.

In his speech Dr. Shrimali also referred to the problems of girls education and training of teachers.

"A programme of such magnitude will pose various problems and difficulties and the success of the programme will depend largely on the foresight and the ability with which the administrators execute it." He added "It will also be necessary to seek the cooperation of the community, since no amount which can be provided in the budgets of the Central and State Governments alone can ever be sufficient to meet the multifarious needs of our Primary schools".

* * *

THE FOREIGN SCENE

Comprehensive School in Sweden†

Since the turn of the present century a social movement has been under way in Sweden to provide a common elementary school for all alike, and to provide more generously than before some form of secondary education. The idea of keeping elementary and secondary education together in a unified or comprehensive school system belongs to the same pattern.

The Education Act of 1950 of Sweden outlined an experimental programme for a nine-year comprehensive school, designed to replace elementary and lower secondary schools, in the country. According to the Act, the comprehensive school is divided into three sections—the lower (Form 1–3), the middle (Form 4–6), and the upper (Form 7–9). The lower and middle sections have Form teachers and the upper section as a rule subject teachers. The first foreign language (English) is to be a standard subject from Form 5. Vocational guidance is introduced in Forms 7 and 8, and pre-vocational training in Form 9.

Voluntary organizing of comprehensive schools on a trial basis in some districts had already begun prior to the Education Act of 1950. In 1948 more than one hundred local authorities requested to be allowed to try out the comprehensive school programme proposed by the 1946 School Commission. However, only 14 districts were permitted to start reorganisation from the year 1949-50. These pioneering districts were scattered all over the country and represented communities of varying size and structure. Some of the rural communities were, however, altogether too small to be able to provide a variety of courses and adequate teaching. In some places a number of small neighbouring districts have spontaneously tried to arrange the upper section of their comprehensive schools on a cooperative basis.

Although districts are free to choose whether or not to adopt the comprehensive schools system, the number which has done so is increasing rapidly. Statistics show that in 1957-58, 96 districts in total have reorganised their systems in a comprehensive way, as against 14 districts in 1949-50.

The 1957 School Commission has begun a survey of the controversial issues connected with comprehensive school system. Further educational research needed for this survey is being carried out by the Teachers' College of Stockholm. In connection with the evaluation made, the Commission is to suggest to what extent the comprehensive school will in future replace existing secondary schools.

* * *

Emphasis on Technical Subjects and Foreign Languages

Technical subjects and foreign languages are foremost items in the revision of secondary schooling in various countries, it is indicated by a survey appearing in the International Yearbook of Education.

†Condensed from an Article by Yngve Norinder, made available by Unesco Education Clearing House, Paris

The 20th volume of the Yearbook, which is published by Unesco and the International Bureau of Education, surveys educational progress in 64 countries in 1957-58 according to their national reports. The book includes those reports, and also statistical tables and lists of education ministry staffs.

The trend of change is shown in the findings on the introduction of new subjects into secondary schooling. Six countries reported new courses on technical subjects—principles of industry and agriculture, industrial arts and polytechnical education. The countries are Belgium, Byelorussia, Czechoslovakia, Iran, Burma and U.S.S.R.

Introduction of foreign languages was reported by Hungary and the United Arab Republic (Egypt); next, philosophy, logic and psychology, reported by Hungary and Poland; practical work, reported by France and Hungary.

Greater emphasis on subjects already in the secondary curriculum is also recorded, with mathematics given a greater place in France, Monaco, Sweden and the United States; Polytechnical education, in Bulgaria, Byelorussia and Czechoslovakia; science, in the United Arab Republic (Egypt) and the United States, and foreign languages in the United States. Other instances of new emphasis include physical culture, in Byelorussia and the United States; music, in Bulgaria and Byelorussia; history, in the Ukraine; moral education and civic education, in the United Arab Republic (Egypt).

Only one country, France, has reduced the place given to a subject. The number of teaching periods for Latin has been reduced, in order to provide more periods for mathematics and especially more time for practical work in physics.

The survey shows vocational education on the increase, with greater specialization. It also describes the revisions of primary curricula now taking place in some countries along with changes in secondary schooling.

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Radio University in Moscow

A university of literature, and the arts has been opened by Radio Moscow. It is intended to give the radio listeners information on literature, music, theatre, graphic arts and the cinema.

The university seeks to introduce the basic achievements of Russian and world classical art and Soviet culture in a systematic form, showing the bonds between literature and the other arts, such as music, graphic arts, drama and films, the links between music and the theatre.

Three cycles of broadcasts will cover the syllabus. The first will be devoted to Soviet literature and other arts, and the second to classical Russian literature of the 19th century and the beginning of the 20th century. The third cycle will deal with literature and the arts abroad.

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WCOTP to Collect Poems for Children

A WCOTP project to collect children's poems from many countries for publication has been started as a result of a suggestion made at the 1959 Assembly of Delegates and later approved by the Confederation's Executive Committee.

The suggestion was made as a means of implementing WCOTP's 1959 theme, "Teaching Mutual Appreciation of Eastern and Western Cultural Values."

The poems will be compiled for the age groups 7–9, 10–11, 12–14. They will be translated into English and very simply annotated. After the first collection in English has been distributed, the possibility of translation into other languages will be investigated.

* * *

Parents Teach for a Day

More than 100 residents of Glen Cove (United States) assumed unfamiliar roles for a day when they ran this North shore community's five elementary schools.

Housewives, businessmen and professional persons, many of whom had been away from school longer than they cared to remember, returned to teach all classes from kindergarten through sixth grade and assumed administrative and clerical duties.

The "Teacher for a Day" experiment was to acquaint the town with what was going on in schools.

* * *

Drive Against Juvenile Crime

The High School Teachers Association in New York charged recently that juvenile delinquency stems partly from books, magazines, motion pictures and television programmes that undermine the morals of teen-agers.

"The abuse of these media served to create generally a false picture of American life and standards of character not only in our own country but also abroad," a resolution of the association's executive committee said.

The teachers asked that a study be made with "a view to protecting our high school students from these demoralizing influences."

The teachers' resolution was one in a series of developments in the broadening drive by officials and citizens groups against juvenile crime.

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Fund-Raising Campaign of Colleges in U.S.

The presidents of most of the nation's independent colleges of U.S. started a fund-raising campaign recently that was believed without parallel in higher education. They hope to raise $9,000,000 for their non-tax-supported institutions.

Whereas in the past the presidents have acted independently or within their state organizations, they are now about to move on a national basis with the Independent College Funds of America in acting as their coordinator and clearing house.

The organization formed in December 1958 includes forty state agencies representing 477 private colleges.

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Liaison in Commonwealth Education

Representatives of all member countries of the Commonwealth attended a meeting in London on October 27, 1959 to work out a plan to set up a Commonwealth education liaison committee.

According to the plan the Committee should be composed of one representative of each member country of the Commonwealth and of Nigeria. In addition, the United Kingdom would appoint a member to represent other colonial territories.

The Committee would, in particular, prepare material for submission to the next Commonwealth Education Conference in 1961. Sir Philip Morris, Vice-Chancellor of Bristol University, who was Chairman of the Oxford Conference, has agreed to be Chairman of the liaison committee.

Under the general direction of the liaison committee, there would be a commonwealth education liaison unit, which would initially consist of a director (who would also be Secretary to the committee) and one administrative assistant.

* * *

U.S. Educator on Unesco Mission to Indonesia

A New York University educator with 35 years' experience as teacher and school administrator is taking up a new task, as a school curriculum expert in Indonesia on assignment from Unesco. The expert will have an important task as an adviser for the programme of school expansion in Indonesia, with particular reference to primary school curriculum, within the framework of the Unesco mission assisting the Indonesian educational authorities. This will include the training of Indonesian educators in curriculum development (Unesco).

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book reviews

How to be a Successful Headmaster: By Shri Jaswant Singh; Published by University Publishers, Jullundur City; 1959; Price Rs. 10; pp. 223

The headmaster is considered the key person in the school. His role has been changing with the time and the changing philosophy of education. In olden days, the headmaster was a dictator. So his rôle was very easy. But in the present age of democracy the work of the headmaster has become very difficult. He is confronted with different problems in his sphere which is so varied. Now, the Headmaster is required to be the embodiment of qualities of leadership, and must have the knowledge of new ideas. He is considered to be an expert and cultured man. He must acquire the knowledge of the basic philosophy of life. The author rightly describes that these qualities may be hereditary, no doubt, but most of them can be achieved by experience.

There are only a few good books written by Indian authors on this important subject. The book under review is really a treasure for the headmasters, whether they have been long in the line or are new entrants. The author has dealt with every aspect of even the most minute work, which a headmaster is required to do.

The book contains twenty-one chapters. But for getting a general view of the book it may be classified into six important headings, *viz.* (1) *The Headmaster*: who must have the general scholarship, professional training, knowledge of human relationship, physical and mental health and the qualities of personality etc. The author has taken up each of the above topics in detail. (2) *The School*: This includes school plant and equipment, the school supplies, library and science material. All these items require a thorough knowledge on the part of the headmaster if the school, the students and the community are to be benefited. The writer lays stress upon four "R's" :—

Right material and equipment to the

Right place at the

Right time and to see that they are used in the

Right way.

(3) *The Students*: The headmaster must not forget that the student is the most important factor in the school. He must take the students in confidence alongwith the teachers while thinking for and doing something for the school. Co-curricular activities, guidance, discipline and punishment, evaluation and promotion policies have been thoroughly discussed. The headmaster is expected to prepare the programme for the students, keeping in mind the total development of the students' personality. (4) *Community*: is also another factor which must get due attention. If the school caters to the needs of the community, then the work of the school is really valuable, otherwise, it matters little, whether the school is there or not. So it becomes the duty of the headmaster that he thinks of ways and means of how to associate the school with the community. The author has done justice by quoting "Edmonson et al" while dealing with this important topic. (5) *The Teacher*: The recruitment of the teacher is another important factor, which requires great care. The teacher

who really has a love for the profession should come to the school. The teacher must be such as enjoys his work. The headmaster must not think the teacher as his subordinate. He should work as a leader and not as a dictator. He is required to be helpful to the new-comer. (6) *Administration* : includes the daily schedule, supervision, and inspection. The headmaster has to take work from, and to satisfy, all concerned with his administration. Thus he has a great responsibility.

The author being in the field of education since long has assembled in this volume the ideas of foreign educators together with his own experience with the idea that the new suggestions will be of immense utility to the new-comers in the field and will lessen the burden of those who are already there.

The style of the book is readable, simple, lucid and practical. There is a touch of humour here and there in some of the practical suggestions given on handling some of the situations confronting the headmasters. The book is very useful and the reader can use it as a helper in understanding the principles inherent in the educational process.

P. S. JAIN

The Afro-Asian States and their Problems:

By K. M. Pannikar; Published by George Allen and Unwin Ltd., London; Price 12 Sh. 6 d.; pp. 104

This little volume contains a summarised version of six lectures delivered by Shri K. M. Panikkar at the *institut d'Etude de Developpement Economique et Social,* of the Sorbonne, in Paris. It deals with the problems facing the newly independent States of Asia and Africa.

Between 1945 and 1957 many countries in Asia and Africa emerged from their colonial and dependent position and attained the status of sovereign and independent States. From Indonesia in the Pacific to Morocco on the Atlantic Coast, a new community of Asian and African nations who had been in the 19th and early 20th century under the political tutelage of European nations were liberated from their bondage and had the right of shaping their own destinies. The problems that demand immediate attention of these countries are in many respects similar. There is the necessity of a stable political organisation with administrative services competent to run a modern government. The economy of these countries, formerly adjusted to the policies of the metropolitan government, has of necessity to be re-oriented and reorganised. Their social system has to be modernised.

The period has been revolutionary in the widest sense. The new States are confronted with problems of unparalleled complexity and magnitude in different spheres—political, economic and social. Shri Panikkar has critically analysed and drawn pointed attention to some of the problems which the new Afro-Asian States have to face and which they have to solve if they are to function as members of the world community.

The difficulty of working the democratic form of government to which the new States had originally opted has been lucidly explained. The absence of democratic tradition in most of the States in the colonial regime has been a serious handicap to the establishment of democratic institutions. Democracy, again, cannot function without an administrative machinery of trained competence to ensure stability and provide the personnel necessary to implement the social and economic changes. Unless the States can develop a balanced economy by increased production of wealth and exploitation of the resources necessary for their functioning as separate units under modern progressive conditions, there will always be a danger of stagnation or even of falling back. Already the experiment has broken down in some States while in some other States it is on the breaking point.

The neglect of education of the people of these countries in the colonial regime has given rise to colossal problems for educating the citizens under the new set-up. The democratic system of government adopted in India and experimented in most

of the other new States has made the problem of universal education urgent. The most difficult question in this connection is that of the common national language. Universal education, to be effective, must be in the language of the country itself. None of these countries however, have a language which can immediately serve as a medium for teaching and official purposes. The new States thus have to provide a universal education to their people in the face of almost super-human difficulties. They have at the same time to provide for a wide system of higher education to tackle the administrative economic and political problems. They must also provide technical and technological education to serve the scientific and industrial needs of the country under the competitive conditions of the modern age.

While the author has given a critical analysis of the problems facing the countries, there is not enough positive and practical suggestion for their solution. Problems there have been, and problems there will ever be. It is for intellectuals to show the way as to how to deal with them and solve them to the best advantage of the nations concerned. Judged by this standard the lectures embodied in the book do not satisfy the hopes with which one would begin reading a book from the pen of an eminent scholar and practical statesman of the calibre and status of the author. Nonetheless, the book has focussed attention on some of the most difficult problems the new States will be bound to solve if they are to maintain their sovereign and independent existence in the new world.

S. B.

School Before Five: By Betty Willsher: Published by Faber & Faber Ltd., London; Price 10 Sh. 6 d.; 1959

School Before Five is an excellent book for all anxious parents who wish to know how best they can educate their child. To questions such as, 'Ought I to send my child to a Nursery School? If I don't, will he miss anything vital to his welfare? If I send him, when should he go? At Two, or Three, or Four?', I recommend the above book, for in it will be found the answers to them.

The book holds the reader's attention from the very first page, as it is full of illustrations taken from the author's own teaching experiences.

For parents who wish to teach their child at home, Betty Willsher, a mother herself, clearly points out the dangers—"to teach a child before he is ready to start, is a waste of time—not to teach him when the moment has arrived, is also a waste of time—if you struggle to teach him, when he is not ready for it, you are embarking on a dangerously damaging procedure."

The chapter on Playtime shows clearly, that although the child has full freedom to enjoy himself with apparatus provided, yet he is taught to respect his toys, books, etc. Even very young children can be taught to help mother or teacher to tidy up the playroom.

Some parents are disturbed if their child is slow in beginning to read. This may be, that they themselves are too busy to read to the child. If you read to them interesting stories, and they wish to be read to, it would be the beginning of wanting to read. Book shops are full of colourful and interesting books, but parents find it difficult to choose books that will suit their child. Choosing a good book depends on the age and interest of the child. Stories of toys and animals are most enjoyed by those under Five. Betty Willsher is most helpful in mentioning a number of suitable books in her chapter Books and Stories.

School Before Five is a valuable guide not only for parents, but also for teachers of the Nursery and Kindergarten schools. The book contains an exhaustive list of activities that help a little child to be happily engaged all day—an enlightening guide to parents in doubt.

E. K. CHRISTIE

The Inner Circle—The Memoirs of Ivone Kirkpatrick: Published by MacMillan and Co. London; 1959; p. 275; Price 25 Sh.

The Inner Circle is a fascinating account by a retired diplomat of his own part on the

European stage during a fateful period spanned by two World Wars. Mr. Kirkpatrick had a distinguished diplomatic career as a top official of the Western Department of the British Foreign Office, of the British Embassies at Rome and Berlin, as British member of the Allied Control Commission in Germany, Political Adviser to the Supreme Commander General Eisenhower, Assistant Under Secretary, first in charge of Information Departments and later of the Western Department of the Foreign Office and finally as High Commissioner in Germany and Permanent Under Secretary of the Foreign Office. During this period, he had worked with several Foreign Secretaries—Lord Curzon, Austen Chamberiam, Arther Henderson, Herbert Morrison, Ernest Bevin and Anthony Eden. He worked on the Disarmament question with Stanley Baldwin and Lord Robert Cecil and attended the conference on Tangier.

In 1930, he worked in British Embassy in Rome. He states that the British refusal to accede to the express request of Mussolini to extend the term of the British Ambassador, Sir Ronald Graham, had caused the first rift in Anglo-Italian relations. He feels that Graham was the only man who could possibly have restrained Mussolini from embarking on his Abyssinian adventure.

His arrival in Berlin coincided with the Nuremberg Party Rally and subsequent German withdrawal from the Disarmament Conference and the League of Nations. The author gives a vivid account of the purge of 30th June in which Reichs minister Roehm and six prominent S.A. leaders were killed and of the rigged up revolt in Vienna leading to the murder of Dr. Dolfuss. Referring to the talks of Sir John Simon and Anthony Eden in March 1935 with Hitler on general European settlement, the author deplores the vascillating Western policy to Hitler which led the British Government to crown their stress and Geneva protests by a naval treaty with Germany fixing at 100 : 35 the permanent ratio of the British and German fleets. He considers the year 1936 as the turning point in Hitler's bid for domination of Europe. Hitler's reoccupation of the Rhineland without any active British opposition had convinced Hitler that he could get away with anything.

The author gives a graphic account of the talks Lord Halifox, Lord President of the Council, had with Hitler in November 1937 and portrays the bullying tactics of the latter and the dazed amazement and repugnance of Halifox when Hitler suggested the shooting of Gandhi and other Congress leaders as the only way to show that Britain meant business in India.

The author expresses disappointment at the absence of any strong reaction in Britain to Hitler's *coup* in and absorption of Austria. He was present at the Berchtsgaden and Godesberg talks between Hitler and Neville Chamberlain on the Sudeten German question. He expresses doubt on the propriety of British objection to military occupation of Sudetenland on the ground that if Britain agreed to the cession of the territory, it seemed illogical to object to its military occupation and to insist on inflicting the Gestapo rather than the army on the inhabitants. The author was also present at the Four Power Munich Conference and says that the French were resolved to reach agreement at any cost and gave the impression that Czechoslovakia was to be blamed for having brought all trouble on Europe. The Munich surrender, says Kirkpatrick, had stunned the Czechs and the Germans had little difficulty in imposing their will; Britain had allowed Hitler to put himself in a position to blackmail the world. He feels, however, that militarily and psychologically, Britain was not ready to fight Hitler and so had to bid time to make good both deficiencies.

The author was chosen to identify Rudolf Hess when the latter parachuted himself into Scotland and later interviewed the other German leaders as prisoners of war and gives interesting pen portraits of the erstwhile German leaders. He was closely associated with the negotiation of the Bonn Treaty and the E.D.C. Treaty and in this connection worked with several British and European leaders.

The strategic position occupied by the author during some three decades of inter-war and post-war period enabled him to watch the fateful events from a close range and the reflections in *The Inner Circle* constitute a valuable tribute to the position and personality of the author as a consummate diplomatist.

C. K.

A Passage to England: By Nirad C. Chaudhari; Published by MacMillan and Co., Bombay; 1959

This is a record of the visit paid by Mr. Chaudhari during the spring of 1955 for five weeks to England and for one week each in Rome and Paris. The book tells us of the various sights that Mr. Chaudhari saw in England and his reflections on men and things. It was a happy idea of the British Broadcasting Corporation to have invited Mr. Chaudhari to pay this visit which was a long-cherished desire of the writer. Mr. Chaudhari was eminently qualified for the privilege accorded to him because it would appear from the book that he is one of those Indians who, due to an assiduous study of a lifetime had completely 'soaked' himself with European history, literature, art and culture. The writer, from his long years of study had already formed an idea of what he expected to see during his visit and the value of the visit can be measured in his own words when he confesses that he saw and experienced during this short period more than what he had experienced in all his life before. As can be expected, Mr. Chaudhari has packed in this volume of about 230 pages the whole panorama of present day European life particularly the life in England. He tells us of the things that reminded him of the 'Timeless England' which were evident to him from the architecture of the ancient Cathedrals and the stately English homes which he visited as a sight-seer. His thought-provoking remarks on the patterns of social behaviour of the people in England, though seen in side-lights, are born out of deep insight and close observation, the gifts which the author brought to bear in abundant measure. In this connection, it would have been better if the writer had avoided and restrained his propensity to compare the things that he saw with the things at home. His visit, for instance, to a bank counter and the promptness with which he had his cheque honoured need not have provoked any adverse remarks about the conduct of the man at the counter in an Indian bank. Nor need he have reflected on the conduct of the fellow-passengers in buses in Delhi while seeing how differently people behave in buses in England. The different patterns of conduct are the product of various circumstances and it is not a happy thought for a traveller to judge his own people from what he sees elsewhere in different environments of a society with different traditions.

In spite of Mr. Chaudhari's love for the 'Timeless England', the writer has not failed to be struck by the rapid changes which the Welfare State has brought about since the war in the life of the English people and the new industrial advancement and enormous building activity which is changing the face of the English countryside. Though the landscape may get a little blurred and one may not be able to accost Farmer Oak walking in Hardy's Wessex, yet the face of England remains smiling and no change can transform the once formed personality of the nation.

The book, all told, makes fascinating reading for those who have long been nurtured and have drunk deep from the fountain of English Literature and art.

G. R. S.

Friends and their Children: By Harold Loukes; Published by George G. Harrap and Co. Ltd., London; Price 9 Sh. 6 d. pp. 128

The Society of Friends (Quakers) is a small community which has contributed much to social reform. Their method of bringing up children is based on common sense and reason, and the desire to draw out latent good rather than teach a set of rigid principles. This book expresses a Quaker's ideas on the education of children in the disturbing conditions of the modern world. It advocates the value and importance of religious education at a time when people are decrying it from all angles.

Nevertheless the right to indoctrinate our children with certain religious ideologies and principles is questioned in the framework of the liberty of the individual.

The Quaker viewpoint is neither dogmatic nor anti-dogmatic, but is undogmatic. It asserts that religious education forms an essential and integral part of the child's complete education but it should be undogmatic, an education which does not depend upon any external religious authority. It denies the power of one man to determine the religious life of another. The author advocates that the child should be exposed to religious experience, and should be encouraged to see, to choose and to respond for himself. He has to be shown and not told. Such experience creates the right conditions for growth in the various stages of the child's life.

Instruction in morals must be given, but moral training is not to be given in terms of religious absolutes. "Moral training there must always be, the rules of the house must be explained and enforced and anti-social impulses must be controlled. But children's misbehaviour is not to be regarded as sinful or as carrying with it the implications of guilt." It is brought out that the heart of an infant's religion is mother worship. She is his deity in whom he lives and moves and has his being. She has to give the child an experience of love and security which is strong and satisfying. But the love of parents is not to be possessive. "Possessive love is a mark of usurpation, robbing a child of his selfhood before he is aware of it and seeking to establish dependence instead of to nurture towards independence".

In the section on "First Years at School", the author rightly remarks that it is essential for parents and teachers to prepare the child for the school. The atmosphere of the school should be homely and affectionate. If we want our children to grow straight, certain needs must be met, both at school and at home, particularly at home. Let them have a knowledge of things rather than of words. Teaching from life is preferable to teaching from books. Surround the child with experiences and contacts with nature, and if he asks for reasons give them; this is very similar to what Rousseau advocates.

Children need to be friendly with other adults like their parents, and they need also a rich variety of relationships with their peers. "Children brought up in security and affection, their daily lives shared richly with their parents, are plainly demonstrable, different from children born to insecurity and loneliness," we are told.

Four foundations of Christian experience for the Quaker children are mentioned : a sense of belonging, joy in the world of nature, widening and deepening human relationships, and an entry into the aspirations of the spirit through stores of man at this height. The great need of a ripening child is for the awakening of a wide power of joy in joyous things, for the release of his spontaneous impulse towards life and creation.

The adolescent's need is greatly fulfilled by the Quakers' characteristic emphasis on first hand experience. The Quaker's Meeting is a form of worship into which people can grow. The most important help that parents can give in developing a working philosophy of life is to demonstrate one that works. Adolescents need a hope of the realisation of their ideals. The young are ready to believe that the world can be improved, and, for all their insecurity, they are ready to believe that they have a part to play in improving it. The ambulance unit and kindred activities are means of presenting avenues to meet this challenge.

The Quaker school is generally a small school in which the children and their teachers get to know one another. The religious life of the school is in line with the needs of the pupils. There is singing of hymns, narration of Bible stories and silent prayer, in the school. The Quaker school sets out to demonstrate the possibilities of living in a community. The familiar hierarchy of school life, headmaster, staff, prefects, is found at work, but the hierarchy is not built up by artificial prestige. It is assumed as a necessary piece of mechanism, but the lines of communication are

kept open throughout, so that ideas and action can spring up from below, as well as pass down from above.

This book besides describing in a lucid manner the system of Quaker education, provides interesting reading material for teachers, psychologists and those who have the care and direction of the young in their hands. In spite of the fact that some of the references from the Bible may not be clear to the lay reader, nevertheless the entire tone of the book is of a very high order, and the ideals it sets forth are laudable. A short bibliography of pertinent references on the psychology of religious teaching further adds to the value of the book.

B. D. BHATIA

Methods of Teaching Home Science: Published by Shri Avinashilingam Home Science College, Coimbatore

This is a 600 page report on the seminar-*cum*-training course held between the 24th of March and 27th of April, 1958, under the auspices of the All-India Council for Secondary Education. The reason for the book to be so large is that everything that took place at the seminar is reported and every word uttered seems to have been recorded. It produces a maze that contains everything one would need to know about the background of Home Science teaching in India, the ideas developed around it, the techniques that work and their exposition, the references one may wish to consult, as well as a luxury of advice, analyses, and comments offered by the goodwill of those who took part in the course.

It will serve those who can (*i*) disregard so much that is irrelevant; (*ii*) patiently go through, at times, pedestrian, pompous, trivial arguments; and (*iii*) make the effort of finding what they need in the terrific amount of verbiage presented there.

One can understand that it is difficult to separate for publication speeches from reports by experts, and create an invidious situation by quoting one rather than another. But a book with that title would attract readers who might feel misled on reading it. It is doubtful if the readers in general can be interested in so much that finds its way in this book, for it is topical and incidental. One cannot make up one's mind about whether it is a report to be sent out to people as a souvenir of the seminar or it claims to contain so much good stuff that all teachers of Home Science should acquire it and study it. As a Report it has many merits and can be enjoyed. It gives ideas for the preparation of future seminars. It will indicate what to do and what to avoid. But it can hardly be read by all Home Science teachers, for it seems that teachers who would become its readers deserve more consideration, and it is for the authors to do the work of sifting, evaluating, classifying data for their use. One could even go to the extent of saying that if the Report is intended to serve as a text, it would only discourage those for whom it is meant as such. There is such page-loads of material in it that the readers would not be assisted in growing in the subject to the best of their ability, but would be likely to feel scattered in their concentration while going through it. The readers would want guidance in a way that they can save their energy and come to the point as well as they may.

Perhaps, another point could be made here taking this publication as an opportunity for stressing it. As already too many words are being used by educators, could the profession pledge itself to saying in as few words as possible, as much as posible? In that respect it seems that the real content of the book under review could be compressed into, say a 100-page booklet to be much more effective for use by teachers. We hope that the very competent Director of the seminar will think of producing a compact version of this book, thinking of the readers more than of the participants.

SHAKTI DUTTA

They Steal for Love: By Anthony Weaver; Published by Max Parrish, London; 1959; Price 12 Sh. 6 d.; pp., 129

Child care to-day is considered as the first charge of a welfare State and growing number of poeple in the field—educationists,

psychologists, paedriaticians, house-parents, social workers and Magistrates—are engaged in the assessment of various social forces, working on the unit of family, which generally go to make the success or the failure of their task. Vagabond tendencies in children have of late been on the increase and have partly been due to broken families and partly for rapid industrialization and increasing trends toward urbanization. Schools in such a situation have a definite social role to play because a maladjusted child needs a school closely suited to compensate for the inadequacies of the home from which emotional problems spring and where adequate maternal affection has been denied to them.

Weaver's book *They Steal For Love* is a dispassionate study of the causes of juvenile delinquency and an inside story of the functioning of the Lammas House which was responsible for the reception of children beyond control and those convicted for indictable offences. Although originally intended to deal with "pre-delinquent children" who fall outside the scope of 1944 Education Act for Handicapped Children, in practice it became difficult to select emotionally disturbed but ascertained maladjusted children and therefore, it functioned primarily for potential delinquents who were three years retarded in basic subjects and were having a history of truanting and resistance to schooling.

Lying on the outskirts of a village in a farming country, the Lammas House was suitably situated for developing a friendly atmosphere and even for breaking initial hostility of the delinquent towards residential institutes. Children were mostly collected from homes for providing a better background of the family and for the convenience of the group therapy. Love, companionship, and expression were the three essential ingredients of the life there and it helped to develop maturity in children. In this the author has mostly been influenced by the views of the Ian Suttie expressed in *The Origin of Love and Hate*.

The book can be divided into three major sections, namely (*a*) the group work and the process of re-education, (*b*) Psychiatrics' role with parents and children, and (*c*) follow-up studies. The author is of the opinion that once the emotional factors have been detached, the group work can do wonders not only in the process of re-adjustment of the potential delinquents—except in cases of extreme emotional problems—but even in stimulating reading and education. Throughout the book care has been taken to explain each step with the help of detailed case histories of patients and the analyses of their symptoms. Towards the end, the book includes an impressive list of professional and voluntary organizations engaged in this type of work and a well-classified bibliography dealing with (*a*) the causes and symptoms of maladjustment; (*b*) residential treatment; and (*c*) remedial work and sociological studies.

The book is unique in the sense that it is one of the few attempts to deal with pre-delinquent residential children and in raising some of fundamental problems in the social structure of family like the role of "an inadequate father" as against the "fear of the father" in a welfare state where family is no longer an economic unit and its role in dictatorial societies. However, in terms of richness of description and treatment in a residential home, Aichhorn's *Wayward Youth* would perhaps continue to remain unsurpassed.

P. D. KHERA

Engineering Education in Russia: By Stephen P. Timoshenko; Published by McGraw-Hill Book Company Inc., New York; 1959; Price $ 2.75; pp. 47

One of the world's outstanding teachers, Professor Timoshenko, gives a first-hand analysis of engineering education in Russia in this brief but important book. He gives a brief history of the development of Russian engineering education and discusses its present state. As a result of experience gained during a visit to the Soviet technical and engineering schools, in 1958 and with a personal knowledge of the Russian educational system during pre-revolutionary days the author is suc-

cessful in describing the Russian educational system. When he was writing the book a complete collection of curricula (1958) of all the Russian engineering schools, programmes for many of the subjects taught in those schools and Russian textbooks in various fields of mechanics and mathematics were with him.

Professor Stephen Prokofievitch Timoshenko describes some important Russian engineering schools as they are organised today and briefly compares the curricula of American and Russian schools, with some details about graduate and undergraduate teaching of engineering mechanics in Russia. The role of research institutions of the Russian Academy of Sciences in the preparation of young scientists for higher academic degrees is also described.

In the author's opinion the traditions of the old schools have proved to be very strong and in cooperation with the remnants of the old teaching staffs, it was possible to bring order into the organisation of engineering education, which was disrupted at the time of the revolution. Nowa-days, Russia has a large number of engineering schools with adequate teaching staff and satisfactory equipment and future engineers can get the necessary training for undergraduateship. The graduate programmes have been organised and special programmes have been developed for training of research engineers in most of the fields of engineering. Thus, the author feels, favourable conditions for further development of the engineering sciences have been created and at present Russia is in a leading position in several such fields.

The book provides ample information useful to those interested in higher engineering education in Russia.

S. K. KANSAL

Hypnosis—Fact and Fiction: By F. L. Marcuse; Published by Penguin Books; Price 3 Sh. 6 d.; pp. 224

Having been relegated to oblivion for many years the study and practice of hypnosis began to attract increasing attention of both the lay-public and medical profession since World War II. A cursory glance at the literature published in the field of medicine, psychiatry and psychology would reveal that there is a plethora of books published on hypnosis these, days. The lay reader is puzzled to make the right choice of a book which would present an authoritative and scientifically valid account of this so-called "mysterious art". Dr. Marcuse's contribution on hypnosis admirably fulfils this need.

One of the fundamental features of Dr. Marcuse's book is to show that the study of hypnosis forms a legitimate subject for scientific investigation by a trained psychologist. It explodes the mythical belief, which has been current so far, that hypnosis belongs to the realm of super-natural and uncanny. He discusses in detail the objective signs by which the hypnotizability of the subject may be judged; the rob of personality of the hypnotist and the medical use of hypnosis. The experimental use of hypnosis—a • new field of scientific research—has also been given equal attention.

This book can be strongly recommended to any one who may be genuinely interested to know the present status of hypnosis in both—experimental and applied science. By virtue of its low price it should appeal to a wide circle of readers.

L. C. BHANDARI

Practical Botany for the Tropics: By W. O. Howarth and L. G. G. Warne; Published by University of London Press Ltd.; London; 1959; pp. 238

Most of the textbooks on botany fulfil the needs of temperate regions. The handicap for those interested in botany as it refers to tropical regions is natural. The strain is all the more severe on students who would wish to carry out laboratory experiments under tropical conditions. It is here that the valuable book entitled "Practical Botany for the Tropics" fills in the gap as a laboratory manual for students in the early years of a university course.

The subject matter is presented in a very lucid style in 28 chapters. It starts with the morphology of vegetative shoots, resting and storage organs of biennial and perennial plants, types of inflorescence, flower structure, fruits, seeds and seedlings, etc. Then follows a very useful chapter on "Chemical Tests for Organic Plant Constituents" like carbohydrates, starch, insulin, cellulose, lignin, proteins, fats and oils with a number of tests for each constituent useful for its detection. It is essential for the practical worker to have some basic idea of the construction and working of the microscope. Eighth chapter "Exercises in the Use of Microscope" describes these with the aid of plates, and explains various operations like section cutting, mounting, method of irrigation, staining and measurement with the microscope. Phenomena of inhibition, osmosis and permeability are also well explained. The chapters that follow describe the structure of the stems, roots, leaves, floral organs and water-absorption, storage, transport and loss in plants. There are interesting chapters on cell metabolism, enzymes, H. values, respiration in flora, carbohydrate synthesis, etc. The concluding chapters discuss the algae, fungi, pteridophyta and gymnosperms.

Four appendices are included giving the composition and uses of various geagents and their strengths, sources of obtaining the materials, molecular weights of a number of pertinent compounds with their chemical formulae and some conversion data. An exhaustive subject index is also appended at the end of the book. The value of the book is enhanced due to the fact that the exercises given require no special or more costly equipment and the material required is commonly available. The twelve plates have made the subject more easy to understand.

The authors deserve appreciation for the attempt they have made to fulfil the long-felt want of a laboratory manual of this type. It is hoped that the students and teachers will make full use of the book in conjunction with suitable textbooks and lectures.

S. P. GARG

The Playground as Music Teacher: By Madeleine Carabocone; Published by Harper and Brothers, New York; Price $ 5

This book is an introduction to Music through games. Children hop, skip and leap in over a hundred indoor and outdoor games. These are mostly street games, requiring no special equipment. They are played in a musical staff, marked on the playground. Children sing and play on lines and spaces of the Treble and Bass Staff that comprise the Grand staff used for piano music. Enjoying their favourite games they find their way into the fascinating world of music.

The author, Madeleine Carabo-Cone, has contrived methods for teaching the fundamentals of music in terms and activities familiar to the child enabling him through play to read music soon.

The games described in the book are designed to channel the child's motor energy into learning activities and acquiring effortlessly a knowledge of the fundamentals of music. The games that are elementary develop rhythm and reading concepts and are meant for children from 5 to 7, while the intermediate games afford familiarity with the key board and are for children of 7 to 8 years. The advanced games progress as far as basic chords in various keys and are meant for children of 8 to 10 years, but all have first to master the elementary and intermediate games. Along with these games are games of coordination, time value and rhythm such as Feeling the Beat, Conducting Design, Banner Flying, Story Telling, Time Value, Hand Movements, Counting Measure, Counting on the Fingers and Measure Rule.

The games adopted by the author for learning music on the playground retain their intrinsic elements of suspense excitement, competition, luck, muscular activity energy release and secrecy.

An important feature of the book is the coincidence of the alphabetical and progressive arrangement of games within each class. The child's sensory perception, rhythmic coordination and visual alertness, are sharpened and concentration developed while

they enjoy a variation of their favourite games on the musical staff playground. The methods used make the most of psychological principles of self-involvement by the child during the learning process. The larger muscles of the legs and arms are brought into action while the delicate muscles of the eye are not strained. The perceptual objects of the child world are utilized in making the musical symbols alive. The imaginary middle C line mentioned in several games appeal to a child's fantasy yet serve as a valid explanation of one of the important points of the musical staff. Thus unconsciously they acquire the foundations of musical literacy.

The book is of value to those who have no musical training. Instructions are direct and concise, containing specific musical knowledge underlying the games.

The *Playground as Music Teacher* is not only illuminative but invaluable to playground directors, community centres, schools, camps and parents for spreading musical literacy.

LEELA LAKSHMANAN

Illustrated Income-Tax Law: By B. D. Nagpal; Price Rs. 7.50; pp. 380

Elements of Life Insurance: By O. P. Bajpai; Price Rs. 5; pp. 185; 1959; Published by Kitab Mahal, Allahabad

Illustrated Income-tax Law as the title indicates is an attempt to bring home to an average student this complicated subject through easy illustrations and simple language. Unfortunately, Income Tax is a subject in which foreign literature can be of little help because the law differs from country to country according to the differences in socio-economic conditions and the forms of the State. So far as India is concerned, there is paucity of such published material as may be useful to those trying to understand the principles and problems involved in the subject. This book, which is not meant for experts and professional accountants but is addressed to students of Commerce and Law, will serve its purpose well. The test questions given at the end of each chapter and their answers given in an Appendix at the end have added to the value of the book. The amendments made by the Finance Act of 1958, so far as they have affected the book, have been discussed chapterwise in an *Addendum.*

Life insurance is protection as well as investment. It not only protects the insured against "economic death" but mobilises his savings towards profitable channels. It has a social aspect too. It is beneficial to the community in as much as it provides finances for the economic development of a country. Life insurance has not yet made a mark in India where the life of hardly one man out of a hundred is insured at present. We have to carry the life insurance scheme to our masses not only because we have to augment our resources to finance our Five-Year Plans but also because they stand in dire need of this very important social service. *Elements of Life Insurance* explains the principles of this subject in simple and lucid language and gives up-to-date information about the present position of life insurance in India. Though primarily written for Commerce students of our universities, it might be equally useful to the practical worker in the field as well as the general public.

ANIS AHMAD SIDDIQI

School Organisation: By Paul Verghese; 1959; price Rs. 2.50; pp. 120

Products and Processes: By G. R. Kelkar and M. S. Verde; pp. 122; Published by MacMillan and Co. Ltd., Bombay

School Organisation is a guide and handbook for teachers in training institutions. The writer is an experienced teacher and this book comes very handy to the teacher-trainee. The popularity of this small handbook is evident from the fact that it has run into several editions. The present edition has been published in revised form.

The author has described the organisation of a school under eleven heads. Under 'What is Organisation?' and 'Material Conditions' the basic conditions for properly

organising a school are given. In the chapters on 'The Head Master' and 'The Inspector' are described and discussed the two most important and vital parts of a school. Due emphasis has been laid on the importance of preparing the school Time Table, on which depends most the smooth and successful running of a school. Physical Education which is gaining in importance in our present system of education has also been described in a passing fashion. The usefulness of the booklet has been considerably enhanced by the 'Questions' given in the Appendices. All told, this should be quite a useful helpbook for the teacher-trainees.

Product and Processes is a small and elementary book on the natural resources and their different uses in our country. It is illustrated and the facts are presented in easy language and lucid style. The students will be able to acquire elementary knowledge of India's natural resources from this small book.

SATYAWATI VERMA

A General Survey of Sindhi Language and Literature: By Prof. Manohar Dass K. Khilnani; 1959; Price 50 nP; Obtainable from the author, Sheel Nivas, 39-E, Kamlanagar, Delhi-6.

This booklet, as the title indicates, surveys, within a brief space of 23 pages, the history and development of the Sindhi Language and Literature. The author, quoting in his support certain notable authorities in the field, establishes the hoary antiquity of Sindhi language, contemporaneous almost with Aryan settlement in the Sindhu valley. He also outlines the extent of Sindhi language, the varied composition and richness of its vocabulary. The development of literature, old and new, has been dealt with under the various sub-heads of prose in general, drama, poetry, novels and short stories. The author had also appended a valuable list of 'worth-reading' books in Sindhi language.

The booklet contains no preface or introduction. Obviously it is not meant for serious study, but it will prove useful to a general reader in acquainting himself with Sindhi language and literature. It would, however, have served its purpose better had it been produced a little more attractively and priced less.

(1) **ग्रिम की कहानियाँ**:—लेखक ग्रिम; अनुवादक डा० विष्णुस्वरूप; प्रकाशक हिन्दी प्रचारक पुस्तकालय, वाराणसी; मूल्य 2.50 रु०; 1959

(2) **श्रेष्ठ कहानियाँ**—लेखक हैन्स एण्डरसन; अनुवादक डा० विष्णुस्वरूप; प्रकाशक हिन्दी प्रचारक पुस्तकालय, वाराणसी; मूल्य 2.25 रु०; 1959

बच्चों के मनोरंजन के लिए अथवा किसी विशेष उद्देश्य की प्रेरणा के लिए दूसरों के उदाहरण प्रस्तुत कर घर के बड़े बूढ़ों द्वारा लक्ष्य की पूर्ति करना प्राचीन काल की प्रचलित प्रथा है, जो किसी न किसी रूप में अबाध रूप से चली आ रही है। इसी उदाहरण प्रथा को साहित्यिक अपनी प्रतिभा से लिपिबद्ध कर कहानी अथवा लोक कथा के सांचे में ढाल देता है। यही लोक कथाएं, लोक गीतों की तरह, तद्देशीय समाज की स्थिति, भाषा, वेश-भूषा आदि सम्पूर्ण वातावरण से अवगत करा देती हैं। विश्व की लोक कथाओं का मूल भारत को ही विद्वानों ने माना है। ग्रिम बन्धुओं ने इन कथाओं को प्राचीन पौराणिक कथाओं की टूटी शृंखला कहा है, जो कि वर्णन, शैली आदि की समानता होने से सत्य ही है।

(1) यद्यपि लोक कथाओं का प्रचलन पूर्व काल से ही था फिर भी ग्रिम बन्धुओं ने जो संसार प्रसिद्ध लोक कथा संग्रह "हाउस होल्ड टेल्स" लिखा वह अद्वितीय तथा अपूर्व था। प्रस्तुत पुस्तक ग्रिम की ही लोक-कथाओं का संग्रह है। इसकी कथावस्तु मनोरंजक तो है ही, साथ ही इन कथाओं के प्रिय पात्र साधारण जीव होने से पाठक के मन में "सर्वभूत हितेरताः" की प्रवृत्ति उत्पन्न हो जाती है। कथाओं के पात्र बाधा होने पर भी अबाध गति से

उद्देश्य सिद्धि के लिए प्रयत्नशील रहते हैं। पात्रों के चरित्र चित्रण सुन्दर बन पड़े हैं। बुद्धि, चातुर्य, प्रेम, सदाचार आदि के प्रसंग, मनोरंजन के साथ-साथ, पाठकों के मस्तिष्क को शुद्ध तथा स्वस्थ विचारों से परिपूर्ण कर देते हैं। कहानियों की शैली सुन्दर, सरल तथा आकर्षक है, जो उद्देश्य सिद्धि में सहायक सिद्ध होती है।

(2) संसार प्रसिद्ध लोक कथा संग्रह "हाउस होल्ड टेल्स" के लेखक ग्रिम के पश्चात् हैन्स एण्डरसन का नाम अधिक महत्व रखता है। एक निर्धन घराने के चर्मकार के पुत्र होने पर भी आप लोक कथा लेखन प्रतिभा के धनी थे। प्रस्तुत पुस्तक इसका प्रमाण है। ये कथाएं ग्रिम की कथाओं से किसी प्रकार कम महत्व नहीं रखतीं। इन कथाओं के पात्र परियों से लेकर, पशु-पक्षी, कीट, पतंग आदि तक हैं जो मनुष्य की तरह सत्य को छिपाने में असमर्थ हैं, अतः उनका चरित्र भी स्वाभाविक सा हो गया है। शैली बड़ी सुन्दर, सरल तथा प्रभावशाली है। पाठक ऊबता नहीं अपितु उसकी उत्सुकता बढ़ती ही जाती है जब तक कि कहानी समाप्त नहीं होती। संक्षिप्त में, ये कथाएं अपने ढंग की निराली तथा प्रभावोत्पादक है।

प्रस्तुत पुस्तकों की कहानियां स्वयं ही उस स्वादिष्ट पेय के समान हैं जिसे बालक मनोरंजन में ही पान कर स्वस्थ बन जाते हैं, फिर भी डा० विष्णुस्वरूप की कुशल लेखनी ने सरल, सुबोध तथा प्रवाहमयी भाषा में जो अनुवाद किया है उसने इस पेय को और भी सौन्दर्य माधुर्यादि गुणों से पूरित कर दिया है। चित्रकार कांजिलाल की तूलिका का भी रुचिकर प्रयोग हुआ है। ये पुस्तकें राष्ट्र भाषा हिन्दी की वृद्धि के साथ-साथ बाल साहित्य में भी एक विशेषता उत्पन्न करेंगीं तथा पाठकों को मनोरंजन के अतिरिक्त विशेष-विशेष प्रसंगों से मानसिक स्वस्थता भी प्राप्त होगी, ऐसी आशा है।

द्वारका प्रशाद

मैला आंचल (फणीश्वरनाथ 'रेणु'); **डार से बिछुड़ी** (कृष्णा सोबती); **सुहाग के नुपूर** (अमृतलाल नागर); **वह फिर नहीं आई** (भगवती चरण वर्मा); **पांच लम्बी कहानियां**; **मन पसन्द भोजन** (शकुन्तला देवी); **विवाह और प्रेम** (मेरी स्टोप्स, अनु० शिवदान सिंह चौहान)। **गर्भवती की देखभाल**; **प्रकाशक राजकमल प्रकाशन, दिल्ली** 1960

हिन्दी में 'पाकेट बुक्स' के प्रकाशित करने का प्रथम प्रयास सम्भवतः राजकमल प्रकाशन ने ही किया था पर किन्हीं कारणों से यह प्रथम सेट काफी देर में प्रकाशित हो पाया है। उनसे प्रथम ही राजपाल एण्ड सन्ज़ ने 'हिन्दी 'पाकेट बुक्स प्रा० लि०' की स्थापना कर अब तक लगभग २५ पुस्तकें प्रकाशित की हैं और मै० नारायण दत्त सहगल ने भी 'अशोक पाकेट बुक्स' के अन्तर्गत २० पुस्तकें अभी तक प्रकाशित की हैं। कहना न होगा कि इन पुस्तकों का हिन्दी भाषा-भाषियों ने काफी स्वागत किया और यह पुस्तकें थोड़े ही समय में लोकप्रिय हो गईं।

प्रस्तुत कड़ी में राजकमल द्वारा प्रकाशित बहुचर्चित उपन्यास "मैला आंचल" संक्षिप्त रूप में प्रस्तुत किया गया है। इस उपन्यास को लेकर हिन्दी कथा साहित्य में काफी कुछ कहा जा चुका है। वर्तमान संस्करण के द्वारा यह कम मूल्य पर जन-सुलभ हो गया है। अमृतलाल नागर ने 'सुहाग के नूपुर' में ऐतिहासिक पृष्ठभूमि पर एक सुन्दर उपन्यास प्रस्तुत किया है। 'डार से बिछड़ी' कृष्णा सोबती की नवीन सामाजिक कृति है। 'वह फिर नहीं आई' भगवती चरण वर्मा का नवीन रोचक उपन्यास है। 'पांच लम्बी कहानियां' मोहन राकेश की पसंद की कहानियों का संग्रह है। ये कहानियां पहले ही काफी लोकप्रिय हो चुकी हैं। "मन पसन्द भोजन" गृहणियों के लिये एक वरदान सिद्ध होगी। 'विवाह और प्रेम' मेरी स्टोप्स की लोकप्रिय पुस्तक का अविकल अनुवाद है, और 'गर्भवती की देख-भाल' स्त्रियों के लिए एक बहुमूल्य पथ-प्रदर्शिका है।

इन पुस्तकों का प्रकाशन सुन्दर है, छपाई साफ़ है, पर प्रूफ की अशुद्धियां बहुत खटकती हैं। आशा है कि अगले प्रकाशनों में यह सुधार ली जावेगी।

पुष्पा सिंह

देवदास (शरतचन्द्र); **अधूरा स्वप्न** (अनन्त गोपाल शेवड़े); **बर्फ का दर्द** (उपेन्द्रनाथ अश्क); **एक गधे की आत्मकथा** (किशनचन्दर); **हस्तरेखाएं** (प्रकाश दीक्षित); **प्रकाशक हिंद पॉकेट बुक्स प्रा० लि०, दिल्ली; मूल्य १.०० प्रत्येक**

हिन्दी में पॉकेट बुक्स के जन्मदाता हैं राजपाल एण्ड संज़, जिन्होंने हिन्दी पाकेट बुक्स (प्रा०) लि० की स्थापना की। हिन्दी भाषा में सरस कथा साहित्य जन सुलभ नहीं था। अधिकतर कहानी संग्रह या लघु-उपन्यास इतने महंगे होते थे कि जन-साधारण के लिये उन्हें खरीद सकना असम्भव ही होता था। इसके विपरीत अंग्रेजी में सस्ते मूल्य पर कथा साहित्य उपलब्ध था, इसी कारण हिन्दी भाषा-भाषी, जो अंग्रेजी से भी परिचित होते थे, न चाहते हुए भी इन कम मूल्य की पुस्तकों को सरल मनोरंजन के हेतु खरीदते थे। अब जब से हिन्दी के कथा-क्षत्र में इन पाकेट बुक्स का जन्म हुआ है जन-साधारण की कथा-साहित्य में रुचि बढ़ती जा रही है। इसका प्रत्यक्ष प्रमाण है इन पुस्तकों की पर्याप्त बिक्री।

'हिन्दी पाकेट बुक्स' अब तक लगभग ३० पुस्तकें प्रकाशित कर चुका है। इसमें उपन्यास भी हैं, जिनके लेखक तरुण उपन्यासकार हैं, तथा पुराने कलासिक्स भी लघु-रूप में प्रकाशित किये गये हैं। वर्तमान सीरीज़ में प्रकाशक ने शरतचन्द्र की विख्यात कृति 'देवदास' प्रस्तुत की है, 'अधूरा स्वप्न' अनन्त गोपाल शेवड़े का एक सुन्दर नवीनतम उपन्यास है, 'बर्फ का दर्द' में 'अश्क' ने एक चुटीला व्यंग्य उपस्थित किया है जिसकी चोट से पाठक अवश्य ही तिलमिला उठेंगे। 'एक गधे की आत्मकथा' द्वारा किशनचन्दर ने आज के विषम जीवन पर करारी चोट की है। 'हस्त रेखाएं' इस कठिन विषय पर एक सरल, सुबोध पुस्तिका है, जो इस विषय में रुचि रखने वाले प्रारम्भिक पाठकों के लिये उपयोगी सिद्ध होगी।

इन पुस्तकों का मूल्य साधारण है, आकार भी अधिक छोटा नहीं। गेटअप आकर्षक है पर प्रूफ की अशुद्धियां काफी हैं। इन का सुधार हो जाने पर यह कमी भी पूरी हो सकेगी।

स० वर्मा

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